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ABSTRACT

This document contains accountability profiles with detailed information for the Department of Defense Domestic Dependent Elementary and Secondary Schools. Each profile contains a description of the school, district, or area characteristics and highlights identified by the principal or superintendent. Profiles also contain the 1996-1997 priorities for student achievement and citizenship, mathematics and science achievement, teacher education and professional development, and organizational development, as well as standardized test results such as the Scholastic Assessment Test for high schools. Schools in the United States and Puerto Rico are included. (SLD)

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ED 434 956

Department of Defense Education Activity

District and School Level Accountability Profiles
Domestic Dependent Elementary and Secondary Schools (DDESS)
Accountability Profiles
1996-1997

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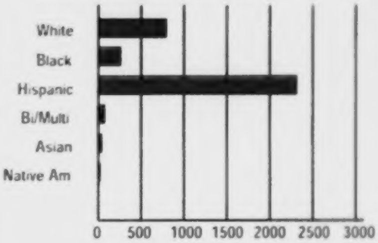
Department of Defense Education Activity
Antilles Consolidated School System (PK-12)
1996/97 District Profile
Richard Saddlemire, Superintendent

District Characteristics

Student Enrollment - 3,763



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	366	10%
PK-12	TAG	193	5%
PK-12	ESL	305	9%
Students Taking AP Courses		153	39%

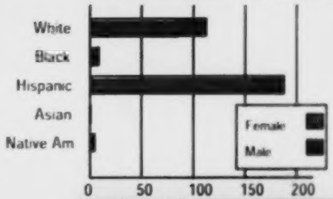
Grade	#
PreK	224
K	316
1	324
2	336
3	322
4	319
5	292
6	270
7	289
8	249
9	214
10	218
11	205
12	185
Total	3763

Sponsor Affiliation	
Marine	1%
Army	16%
Navy	27%
Air Force	2%
Coast Guard	8%
Non-US Military	8%
US Civilians	39%
Non-US Civilians	0%

Teacher Experience	
Years	Teachers
New	2
1-3	9
4-6	17
7-10	38
> 10	238

Mobility Rate
20% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	12
Classroom Teachers	258
Special Education	24
Other Professionals	42.1

Teacher Education	
Degree	% Teachers
BA/BS	32%
MA/MS	64%
Doctorate	4%

Superintendent's Highlights

The schools in Puerto Rico all successfully completed outcomes based North Central Association (NCA) site visits. The school and district SIT's integrated training and technology into the curriculum. There are new computer skills and curriculum support labs at each school.

Students excelled in international competition with high school students winning the University of Puerto Rico-Mayaguez engineering competition. Three out of four students who were winners of the Puerto Rico Math Counts contest were from ACSS. Roosevelt Roads Elementary School (RRES) was the DDESS representative which received the National Blue Ribbon Award.

Roosevelt Roads Middle/High School (RRM/HS) implemented block scheduling. The early childhood program is based on the developmentally appropriate practices (DAP) High Scope model. The Work Sampling Program for assessment was successfully piloted and will be implemented in SY 97-98. Special Education training and parent collaboration resulted in improved inclusive practices and a program for students with severe disabilities.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

All schools have 2 labs. Computer Multi-Media Integrated Learning Labs (MLS) were implemented at all schools targeted for grades 2,4,6,8,11. Internet services were installed at all media centers. Wiring for fiber optics is in the design stage awaiting funding. Pentium computers are in all classrooms & laptops have been purchased. Student Portfolios were established.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

Data were disaggregated to allow baseline comparisons. Math and science task forces conducted a curriculum review based on National Standards. Students received math honors in Island-wide competition. Science fair activities were implemented in all schools. Strategies were revised and integrated with other curricular areas.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators

Training was conducted for all staff members on working with diverse students, discipline, attention deficit disorder (ADD), autism, legal issues, assessment, NCA, accountability, SIP, Early Childhood High Scope, DAP, Work Sampling Assessment, Equal Employment Opportunity (EEO), ethics, restructuring high schools, video and media specialists.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

The MML lab was installed at schools. A fiber optics plan was submitted. Courses in Word, Win 95, Internet, PowerPoint, Excel, and Video Tech were provided with credit. Computers were purchased for all classrooms, and additional laptops were purchased for each school.

Average Ratings of SHP Progress		
Tier	**District**	**DDESS**
Co-Communicators	**3.61**	**4.08**
Co-Supporters	**3.18**	**3.65**
Co-Learners	**2.66**	**3.27**
Co-Teachers	**3.13**	**3.66**
Co-Advisors	**2.91**	**3.36**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

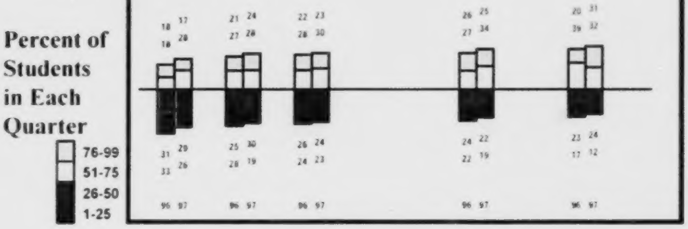
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
A DDESS Home School Partnership (HSP) survey was administered. A log of volunteers/activities was kept. Parent participation increased from 18% to 25%. A Special Education Parent Support Group was implemented and training was provided. Parents & Community were involved with NCA/SIP site visits and SIT. A Newcomers Orientation was established.

Standardized Test Results

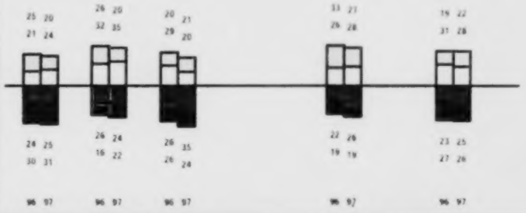
Grade 3

1997 Median Percentiles	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
for: **District**	47	52	53	59	63
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	297	298	297	299	297



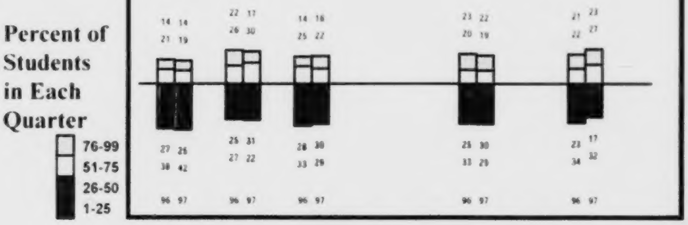
Grade 8

1997 Median Percentiles	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
for: **District**	44	55	41	55	50
DDESS	54	62	58	54	60
Nation	50	50	50	50	50
# Students	228	227	226	227	227



Grade 10

1997 Median Percentiles	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
for: **District**	33	47	40	46	50
DDESS	56	60	60	58	60
Nation	50	50	50	50	50
# Students	224	223	224	224	224



SAT Results		District	DDESS	Nation
% Participating	1996	10%	46%	41%
	1997	68%	49%	41%
Math Avg Score	1996	473	477	508
	1997	454	481	511
Verbal Avg Score	1996	489	485	505
	1997	483	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Writing Assessment							
			Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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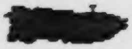


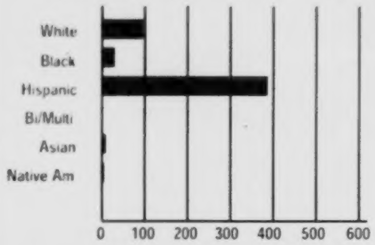
Fort Buchanan, PR

Department of Defense Education Activity
Antilles Elementary School (PK-2)
1996/97 School Profile

Waynna James, Principal

School Characteristics

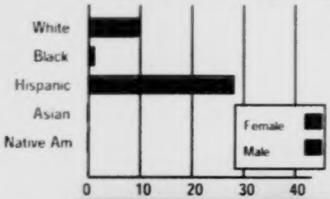
Student Enrollment - 496



Grade	#
PreK	83
K	120
1	138
2	155
Total	496

Sponsor Affiliation	
Marine	1%
Army	21%
Navy	13%
Air Force	1%
Coast Guard	8%
Non-US Military	9%
US Civilians	47%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	62	12%
PK-12	TAG	N/A	N/A
PK-12	ESL	91	18%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	1
7-10	11
> 10	27

Mobility Rate
23% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	30
Special Education	5
Other Professionals	3

Teacher Education

Degree	% Teachers
BA/BS	16%
MA/MS	79%
Doctorate	5%

Principal's Highlights

Antilles Elementary School (AES) revised our SIP this year in order to meet the objectives of North Central Association (NCA) as well as DoDEA. As a result of an outstanding on-site visit/report and guidance from NCA, we fine-tuned our strategies and activities. All teachers and education technicians were involved in the school improvement process through our Goals Committees. Each member of the School Improvement Team (SIT) chaired a goal committee that met on a weekly basis to discuss and provide input on the content of the plan.

We celebrated each step and accomplishment toward increasing student achievement! As an early childhood school, we are continuing the implementation of developmentally appropriate practices. Prekinder and Kinder have put these practices into effect including piloting a performance based assessment, Work Sampling System. Parent support is evident in our school improvement process with the participation of a volunteer and the school board representative on the SIT.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

All second grade students completed electronic portfolios which will go forward with them to the next school as part of their permanent records. The internet now provides new horizons in learning in the core computer class. Student achievement in the multi-media lab continues with our target groups. An afterschool session was added to increase language skills for ESL students.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Hands-on activities in math are used across the grade levels to provide students with opportunities to apply math skills to life situations. The internet has provided an additional opportunity for students to integrate technological proficiency and science as they explore the universe from their chairs.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Continuing education in developmentally appropriate practices targeted first grade as we transitioned to an early childhood school program. Work Sampling training is still in progress. Teachers received training on "Use of the Computer in the Classroom" and "Windows". Special education training on the Miller Method was held.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

First and second grade classrooms have been equipped with either MACs or pentium computers. Teachers have received training on effective methods of integrating the technology into the curriculum. Many teachers have developed individual systems for records, plan books and other documentation. Laptops are available on a checkout basis.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	3.6	3.61	4.08
Co-Supporters	3.2	3.18	3.65
Co-Learners	2.9	2.66	3.27
Co-Teachers	3.0	3.13	3.66
Co-Advisors	3.2	2.91	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

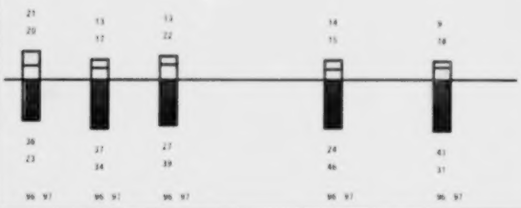
Our parent volunteer program continues to grow with participants in classrooms as well as for special activities. Parent workshops were offered in ESL, a variety of special education topics and math activities to implement at home. A new avenue for parents to participate and discuss issues/concerns was offered through the Parent and Community Committee (PACC).

Standardized Test Results

Grade 1

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School					
District					
DDESS	70	72	67	63	73
Nation	50	50	50	50	50
# Students					

Percent of Students in Each Quarter

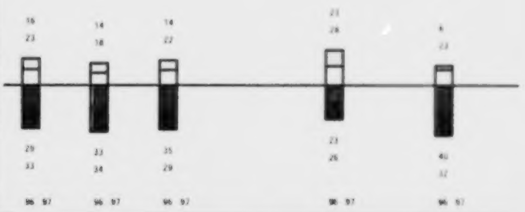


☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

Grade 2

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School					
District					
DDESS	65	69	58	65	58
Nation	50	50	50	50	50
# Students					

Percent of Students in Each Quarter



1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School					
District					
DDESS					
Nation					
# Students					

Percent of Students in Each Quarter

NOT APPLICABLE

☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

SAT Results					
		School	District	DDESS	Nation
% Participating	1996	N/A	10%	46%	41%
	1997	N/A	68%	49%	41%
Math Avg Score	1996	N/A	473	477	508
	1997	N/A	454	481	511
Verbal Avg Score	1996	N/A	489	485	505
	1997	N/A	483	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable	

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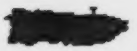


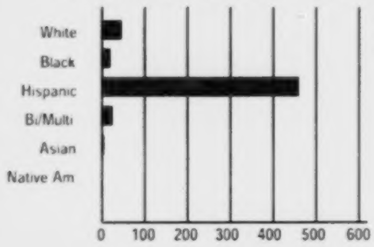
Fort Buchanan, PR

Department of Defense Education Activity
Antilles High School (9-12)
1996/97 School Profile

Elliot Donner, Principal

School Characteristics

Student Enrollment - 537



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	77	14%
PK-12	TAG	N/A	N/A
PK-12	ESL	27	5%
AP Courses Offered		7	
Students Taking AP Courses		53	20%

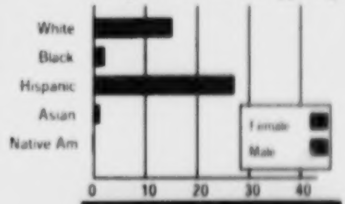
Grade	#
9	118
10	151
11	141
12	127
Total	537

Sponsor Affiliation	
Marine	< .5%
Army	20%
Navy	4%
Air Force	< .5%
Coast Guard	3%
Non-US Military	15%
US Civilians	58%
Non-US Civilians	0%

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	2
7-10	0
> 10	36

Mobility Rate
11% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	35
Special Education	4
Other Professionals	7

Teacher Education	
Degree	% Teachers
BA/BS	36%
MA/MS	59%
Doctorate	5%

Principal's Highlights

AHS students, staff and parents are empowered in a climate of unity and partnership as demonstrated in there efforts to restructuring the high school master schedule. All stakeholders are committed to student achievement. The bilingual and academic setting contributes to a rich environment that maximizes learning opportunities. Learning is extended through particiation in Harvard Model Congress, Panama Student Leadership and Sports exchange programs, Math and Science competitions. The strength and diversity of the programs are documented in the number of scholarship winners and the number of students that are National merit finalist, Presidential Scholars, JROTC Honors Unit with Distiction strengths and differences.

Technology is used in the classrooms and supported by the interactive TV studio. A variety of Advanced Placement (AP) courses & orientation program supports the large number of students enrolled in AP. Computer business techology and Integrated Learning System (ILS) programs support math & reading.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

The overall integration of technology into the curriculum was rooted firmly during 96-97. All students are using computers to compose graphs, outline information and complete research papers. Students use the internet to make effective online searches for research projects. They can load programs from disk or CD ROM creating better presentation.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

Math & Science objectives & curriculum have been revised according to NSTA & NCTM standards. Technology has progressed toward integration in math and science classrooms. MML labs are used in math w/reports providing immediate feedback. Integration between math and science achieved through long term investigations presented to a panel of scientist. for review.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators

System sponsored comprehensive training in windows, E-mail, internet, basic computer operations and ILS. Training in sp ed areas of autism, inclusion and legal interpretations have been prevalent. Initial staff development activities have been initiated related to block scheduling and diversification of teaching strategies for SY 97-98.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Teachers have access to computers, fax, e-mail, internet and a wide variety of CD Roms. A plan for budget allocation has been established at the school and system level to emphasize use of technology with instruction on a regular basis. The faculty has established growth plans using technology in the classroom. Computer lab and Media Center will network next year.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	2.9	3.61	4.08
Co-Supporters	2.9	3.18	3.65
Co-Learners	1.9	2.66	3.27
Co-Teachers	2.3	3.13	3.66
Co-Advisors	1.9	2.91	3.36
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

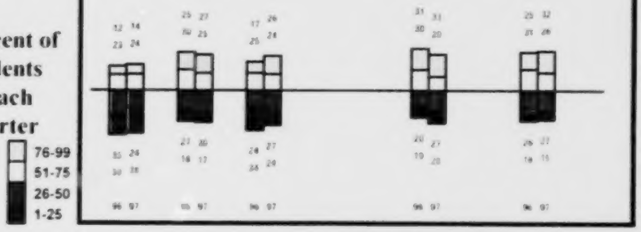
Parent involvement & participation increased dramatically through Puerto Rico Night, Winter & Spring Programs, Parent/Teacher conferences, Academic Awards, Career Day, and Earth Week. Parental collaboration was evident during Earth Week & career day with many guest speakers offering technical support and using a panel of scientists as judges.

Standardized Test Results

Grade 9

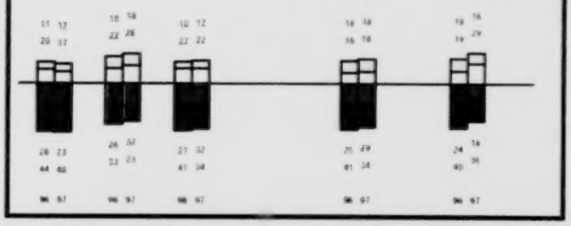
1997 Median Percentiles	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	42	55	50	53	58
District	44	57	53	57	60
DDESS	56	58	60	56	58
Nation	50	50	50	50	50
# Students	143	143	143	143	143

Percent of Students in Each Quarter



Grade 10

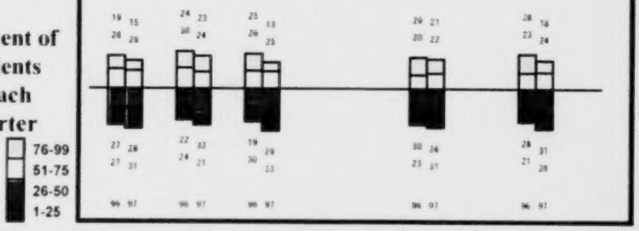
1997 Median Percentiles	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	29	44	34	41	46
District	33	47	40	46	50
DDESS	56	60	60	58	60
Nation	50	50	50	50	50
# Students	146	145	146	146	146



Grade 11

1997 Median Percentiles	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	41	49	38	43	41
District	45	53	46	47	47
DDESS	50	56	56	56	56
Nation	50	50	50	50	50
# Students	123	123	123	123	123

Percent of Students in Each Quarter



SAT Results		School	District	DDESS	Nation
% Participating	1996	11%	10%	46%	41%
	1997	74%	68%	49%	41%
Math Avg Score	1996	450	473	477	508
	1997	434	454	481	511
Verbal Avg Score	1996	470	489	485	505
	1997	458	483	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th

Writing Assessment							
				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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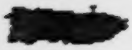
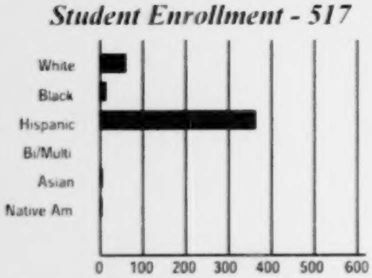


Fort Buchanan, PR

Department of Defense Education Activity
Antilles Intermediate School (3-5)
1996/97 School Profile

Joan Campbell, Principal

School Characteristics



Grade	#
3	180
4	177
5	160
Total	517

Sponsor Affiliation	
Marine	1%
Army	23%
Navy	11%
Air Force	1%
Coast Guard	9%
Non-US Military	10%
US Civilians	45%
Non-US Civilians	0%

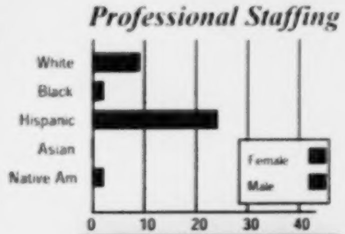
Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	37	7%
PK-12	TAG	14	3%
PK-12	ESL	30	6%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	2
4-6	2
7-10	9
> 10	24

Mobility Rate
15% Per Year



School Staff

Category	FTE
Administrators	1
Classroom Teachers	30
Special Education	3
Other Professionals	4

Teacher Education

Degree	% Teachers
BA/BS	37%
MA/MS	61%
Doctorate	2%

Principal's Highlights

AIS promotes an enviroment that celebrates student success and stimulates learning. Education is a cooperative process. A school and home partnership is a vital component helping students maximize their potentials. AIS is committed to increasing student achievement through a developmentally appropriate academic curriculum. Initiatives are implemented that support different learning styles, positive self images, parent involvement, staff development, empowerment of stakeholders and site based management. The empowerment of all stakeholders is provided by participation in SIT committee.

A restructuring plan is being implemented. SIT provides strong leadership. SIP was revised with North Central Assocation (NCA) recommendations toward Outcomes endorsement (OE). Metropolitan Achievement Test (MAT) scores demonstrated improvement in Math & Vocabulary target groups.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

Technology is an integral part of the curriculum. Homerooms have at least 1 computer. Word processing & internet are taught in the core lab. Opportunities provided for application of skills thru a network of computers in the media center. The Multi-media lab (MML) reinforced students' reading and math skills. A children's Museum Web Page was established.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

The MML is used to reinforce math skills. A math tutoring program for students who scored below the 35th %tile has been implemented. The average gain in math skills is .78 grades in .5 years. MAT scores increased. Math bowl Contest was implemented. Science baseline data was established & disaggregated. Hands-on Sci-lab was implemented w/Science Fair Day.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators

MML, basic, advance word processing, internet, powerpoint, MAC and Excel training has been provided to staff members. Special education, and assessment training have been provided to Special education teachers and SIT members respectively. Media Specialist training in use of electronic cataloging was provided. Writing process & whole language training was provided.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

MML, Word Processing, Powerpoint, Excel training have been provided to staff members. Installation of new MML Lab, addition of computers in the classroom and more laptop computers have supported staff members in their daily routines which directly impact on student learning.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**3.8**	**3.61**	**4.08**
Co-Supporters	**3.1**	**3.18**	**3.65**
Co-Learners	**2.0**	**2.66**	**3.27**
Co-Teachers		**3.13**	**3.66**
Co-Advisors	**3.2**	**2.91**	**3.36**
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

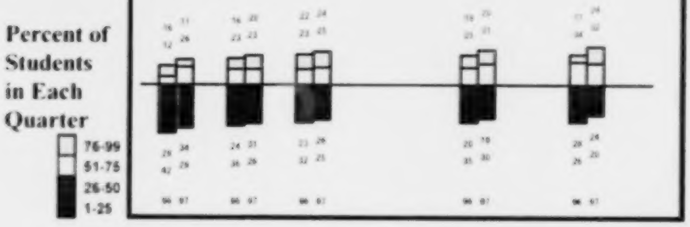
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
The home-school partnership survey was completed. AIS inaugurated the first PTO store providing support for student achievement celebrations. The DARE program through the base supported the health program. Parents are partners in a 15 min./day reading program. Parent participated in monthly birthday celebrations and spirit contests. The Parent Handbook was developed.

Standardized Test Results

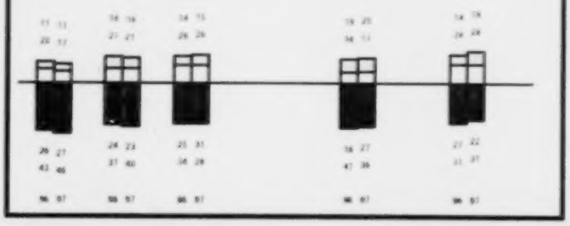
Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	41	43	49	51	56
District	47	52	53	59	63
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	158	159	159	160	159



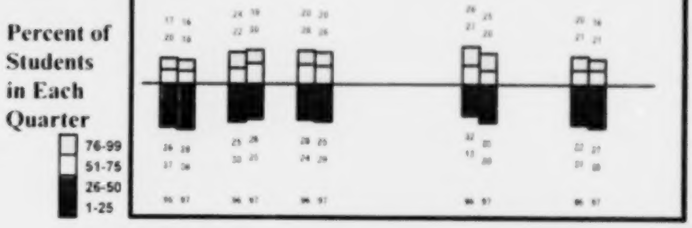
Grade 4

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	29	37	41	41	47
District	36	49	46	54	49
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	158	156	155	156	155



Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	35	49	46	50	42
District	44	59	50	62	50
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	143	143	143	142	143



SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	10%	46%	41%
	1997	N/A	68%	49%	41%
Math Avg Score	1996	N/A	473	477	508
	1997	N/A	454	481	511
Verbal Avg Score	1996	N/A	489	485	505
	1997	N/A	483	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Antilles I S
Fort Buchanan, PR 00934

DSN Phone:
Fax Number: (787) 792-7747
Commercial Phone:
(787) 792-7610

Writing Assessment							
			Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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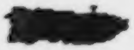


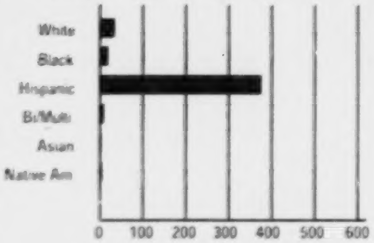
Fort Buchanan, PR

Department of Defense Education Activity
Antilles Middle School (6-8)
1996/97 School Profile

Nancy Maldonado, Principal

School Characteristics

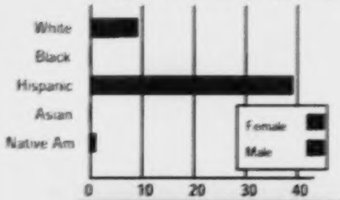
Student Enrollment - 454



Grade	#
6	147
7	155
8	152
Total	454

Sponsor Affiliation	
Marine	1%
Army	20%
Navy	6%
Air Force	1%
Coast Guard	5%
Non-US Military	13%
US Civilians	54%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	58	13%
PK-12	TAG	98	22%
PK-12	ESL	45	10%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	4
> 10	45

Mobility Rate
11% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	43
Special Education	4
Other Professionals	6

Teacher Education

Degree	% Teachers
BA/BS	22%
MA/MS	73%
Doctorate	4%

Principal's Highlights

The staff of Antilles Middle School (AMS) continues to be committed to the implementation of the goals & benchmarks. We are extremely proud that North Central Association (NCA), in its outcomes evaluation process, using the DODEA school improvement process as the primary basis for their team observations and comments, found the school improvement process at AMS to be very well organized, providing clear direction to staff, students and parents for the implementation of SIP strategies. They found that the strategies are driven by data and focus primarily on improving student performance. NCA recommended that the school apply for nomination into the Blue Ribbon School award program.

Evidence of successful implementation of specific strategies: math strategies being implemented across the curriculum; students and staff integrally involved in science fair projects (100% student participation); electronic portfolios of student work; a high proportion of the student body enrolled in second language offerings; and parents actively involved in academic and extra curricular activities. The school's Math Counts Team represented Puerto Rico in the competition held in Washington D.C. and our school's representative to the Spelling Bee came in first place in the regional competitions.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

AMS teachers are incorporating the use of technology in the classroom. Students are beginning to work with portfolios in the different subject areas. Mini labs with computers were incorporated in the houses for students to use.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The AMS teachers distributed at least one activity per week for advisory groups. Students increased their mathematics Metropolitan Achievement Test (MAT) scores for an average gain of 24 percentile points in the seventh grade. The eighth grade decreased (8 percentile points). A science module was developed along with a pre and post test for students in physical science.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Parents were given the opportunity to participate with their children in the program Be Excited About Reading (BEAR). Some also participated in assessing their child's portfolio, thus providing the teachers with feedback about the portfolios.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

AMS SIT was successfully organized and worked towards the development of the SIP. Technology using excel and powerpoint for display of data was used along with video productions. Laptops are used at meetings for the recording of information for distribution to other district and school personnel. Peers provide on-site technological support. Internet is used for research.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	3.2	3.61	4.08
Co-Supporters	2.9	3.18	3.65
Co-Learners	2.8	2.66	3.27
Co-Teachers	2.8	3.13	3.66
Co-Advisors	2.3	2.91	3.36
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

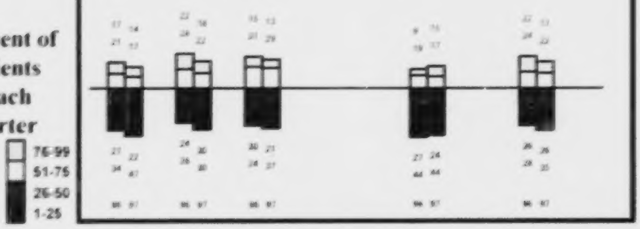
Parents were given the opportunity to participate with their children in the program Be Excited About Reading (BEAR). Some also participated in assessing their child's portfolio, thus providing the teachers with feedback about these.

Standardized Test Results

Grade 6

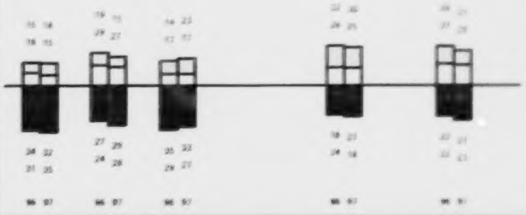
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	33	40	42	33	47
District	36	46	47	39	49
DDESS	56	60	58	60	60
Nation	50	50	50	50	50
# Students	156	155	155	156	156

Percent of Students in Each Quarter



Grade 7

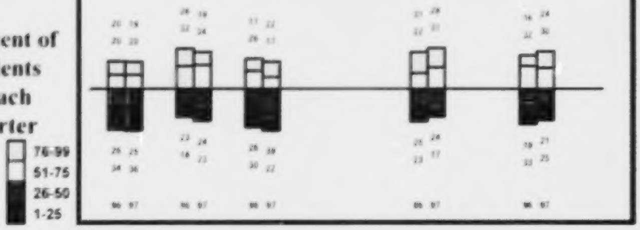
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	36	42	40	55	51
District	44	48	44	59	58
DDESS	56	62	58	56	56
Nation	50	50	50	50	50
# Students	146	146	145	146	146



Grade 8

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	39	53	39	59	54
District	44	55	41	55	50
DDESS	54	62	58	54	60
Nation	50	50	50	50	50
# Students	125	124	123	124	124

Percent of Students in Each Quarter



SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	10%	46%	41%
	1997	N/A	68%	49%	41%
Math Avg Score	1996	N/A	473	477	508
	1997	N/A	454	481	511
Verbal Avg Score	1996	N/A	489	485	505
	1997	N/A	483	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges 1-25th, 26-50th, 51-75th, and 76-99th.

Writing Assessment							
				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Underdeveloped	Not Scoreable

Antilles M S
Fort Buchanan, PR 00934

DSN Phone:
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Commercial Phone:
(787) 273-6960

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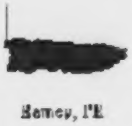
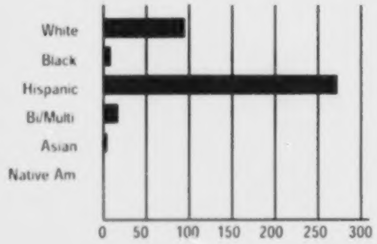


Department of Defense Education Activity
Ramey School (PK-12)
1996/97 School Profile

Steve Dozier, Principal

School Characteristics

Student Enrollment - 404



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	29	7%
PK-12	TAG	5	1%
PK-12	ESL	33	8%
AP Courses Offered		2	
Students Taking AP Courses		45	100%

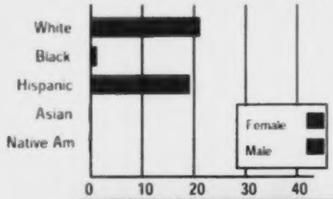
Grade	#
PreK	26
K	33
1	40
2	34
3	35
4	27
5	29
6	25
7	41
8	24
9	29
10	16
11	23
12	22
Total	404

Sponsor Affiliation	
Marine	0%
Army	18%
Navy	<.5%
Air Force	7%
Coast Guard	29%
Non-US Military	8%
US Civilians	39%
Non-US Civilians	0%

Teacher Experience	
Years	Teachers
New	1
1-3	1
4-6	1
7-10	4
> 10	28

Mobility Rate
9% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	33
Special Education	2
Other Professionals	4.6

Teacher Education	
Degree	% Teachers
BA/BS	44%
MA/MS	49%
Doctorate	7%

Principal's Highlights

Ramey School continued to make positive strides in school year 1996-97. The year was highlighted by the week-long celebration of the 50th Anniversary year of providing Academic Excellence to students. Events for the week included a parade, a fine arts night, an alumni dinner, and a school fair. Many members of the Ramey community were involved. Ramey students had many positive achievements during the year. Fourth and fifth grade students lead the way with an outstanding group score of 89% & 83% on the MAT-7.

Middle school and high school students competed in many academic contests throughout the island. Students finished third in the Math Count Competition, third in the Science Bowl Competition, second in the Spelling Bee Competition and first in the Armed Services essay contest. Scholarships received by the Ramey students included two full ROTC scholarships. Two juniors were selected as Nat'l. Merit Semifinalists.

Ramey School also had a successful NCA visit. Research capabilities was enhanced by networking the M.C. computers with the Comp. Lab.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Master schedule for SY 96/97 reflects computer classes offered to all students, K-12. Twelve pentium computers were purchased to update the Media Center for class research use, targeting social studies. A computerized instructional program was implemented mid-year to support the academic program.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

A remediation program was fine tuned to assist students in grades 3-12 with low stanine scores on the MAT-7. Math scores across the grade levels remain a strong point in the Metropolitan Achievement Test (MAT-7) scores.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

A parent volunteer program was set up to encourage and record parent volunteer hours and activities. Over 1400 hours were volunteered in SY 96/97, despite the slight decrease in enrollment. Parents tutored students, assisted teachers, chaperoned field trips, planned and participated on SIT, 50th Anniversary Celebration, Puerto Rican Festival, and other activities.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Spanish classes are offered K-12. An after school program is offered for elementary students. Teachers are utilizing portfolios and video portfolios to supplement their evaluation procedures.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.5	3.61	4.08
Co-Supporters	3.6	3.18	3.65
Co-Learners	3.8	2.66	3.27
Co-Teachers	3.8	3.13	3.66
Co-Advisors	3.4	2.91	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

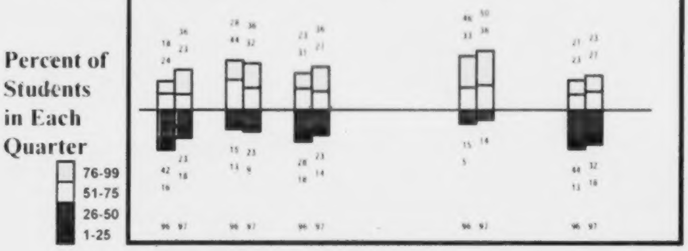
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Administration and faculty attended training sessions on Work Sampling and new programs in ACSS. Implementation of the Work Sampling Program is currently at the PreK-1st grade level. ACSS/Ramey plans to include second grade by SY 1998-99.

Standardized Test Results

Grade 5

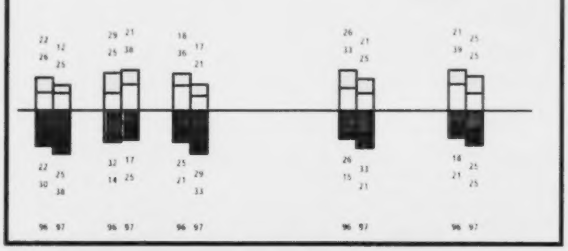
1997 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.3** Math	Science
School	64	68	64	91	64
District	44	59	50	62	50
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	22	22	22	22	22

Percent of Students in Each Quarter



Grade 8

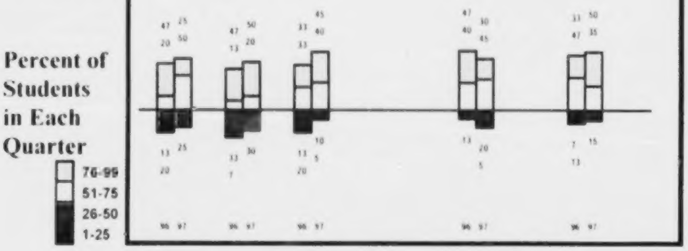
1997 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.3** Math	Science
School	38	58	38	46	50
District	44	55	41	55	50
DDESS	54	62	58	54	60
Nation	50	50	50	50	50
# Students	24	24	24	24	24



Grade 11

1997 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.3** Math	Science
School	75	75	85	75	85
District	45	53	46	47	47
DDESS	50	56	56	56	56
Nation	50	50	50	50	50
# Students	20	20	20	20	20

Percent of Students in Each Quarter



SAT Results					
		School	**District**	**DDESS**	**Nation**
% Participating	1996	9%	10%	46%	41%
	1997	41%	68%	49%	41%
Math Avg Score	1996	585	473	477	508
	1997	480	454	481	511
Verbal Avg Score	1996	627	489	485	505
	1997	560	483	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Ramey School
Ramey, PR 00604

DSN Phone:
Fax Number: (787) 890-2180
Commercial Phone:
(787) 890-4145/4147

Writing Assessment							
				Percent at Each Performance Level			
Grade	**Yr**	**Number Tested**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**

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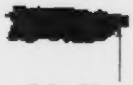
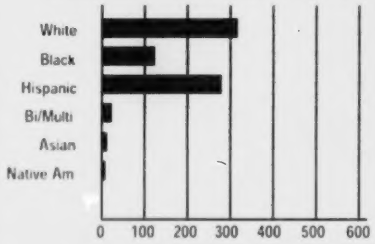

Ceiba, PR

Department of Defense Education Activity
Roosevelt Roads Elementary School (PK-5)
1996/97 School Profile
Joseph Motolenich, Principal

School Characteristics

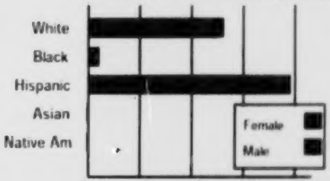
Student Enrollment - 896



Grade	#
PreK	115
K	163
1	146
2	147
3	107
4	115
5	103
Total	896

Sponsor Affiliation	
Marine	1%
Army	6%
Navy	80%
Air Force	1%
Coast Guard	4%
Non-US Military	0%
US Civilians	9%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	55	6%
PK-12	TAG	45	5%
PK-12	ESL	56	6%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	3
4-6	10
7-10	7
> 10	47

Mobility Rate
32% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	54
Special Education	3
Other Professionals	10

Teacher Education

Degree	% Teachers
BA/BS	46%
MA/MS	51%
Doctorate	3%

Principal's Highlights

Roosevelt Roads Elementary, "The Team School," experienced a banner year during SY 96-97. The school-based leadership continued to provide for targeted growth within the identified School Improvement Plan areas. The plan's goals were augmented and supported through the established strategies and careful integration within the curriculum. The School Improvement Team identified a target area goal, vocabulary, and integrated it into the DoDEA goals. The school/home/community partnership was further formalized through the inception of the Parent Advisory Committee (PAC), giving the parents an additional involvement forum through which shared decision making can continue to be promoted. The school's action plan was critically updated , while the strategies were combined and integrated across all improvement goals.

Pride was evident in the school's selection as a finalist in the Blue Ribbon Schools Of Excellence Awards Program, in the outstanding NCA accreditation report, and in the on-going regeneration of new school-based leaders and stakeholders.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

Increased utilization of the Multi-Media Learning Systems Lab (MML), by initiating an after school program. Demonstrated growth in math MML results. Computers placed in classrooms (grades 3-5). Electronic portfolios in grades 3-5. Accelerated Reader installed on classroom computers and high student participation recorded. Core computer lab was updated .

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

Standardized math scores increased. Increased use of math manipulatives in classrooms. Continued computer assisted instruction support for At-Risk students. Science sub-committee formed. Successful completion of Math Day (Math-O-Rama).

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators

On-going training for the MML Lab. Developmentally Appropriate Practices and Work Sampling training for grades K through 1. IBM computer training: Windows 95, Internet and e-mail. Special education training for: Inclusion, Attention Deficit Disorder (ADD), Autism, and Teacher Assistance Team.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Additional computers and laptops were purchased for the classrooms and teacher use. by the District Level. Staff Development by school staff on technology implemented. Internet access through the computer lab is available to staff members. Technology Inservice day provided basic, advance word processing, MML, excel and powerpoint training.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.4**	**3.61**	**4.08**
Co-Supporters	**3.9**	**3.18**	**3.65**
Co-Learners	**3.3**	**2.66**	**3.27**
Co-Teachers	**3.9**	**3.13**	**3.66**
Co-Advisors	**3.9**	**2.91**	**3.36**
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

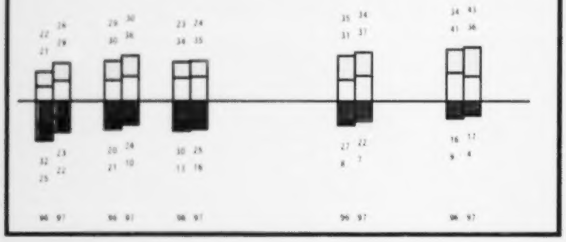
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Parent Advisory Committee (PAC) successfully implemented. Parental support with school wide vocabulary goal planned for next year. After-school family activities (Family fun Night, SPLASH). Training for parents of autistic children. Continued weekly classroom newsletters.

Standardized Test Results

Grade 3

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
1997 Median Percentiles for: **School**	55	66	58	71	79
District	47	52	53	59	63
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	111	111	110	111	110

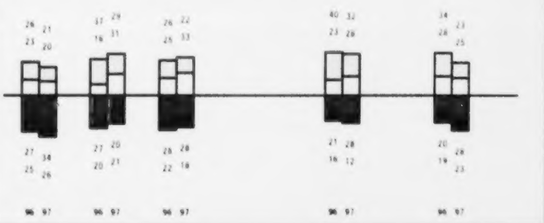
Percent of Students in Each Quarter



☐ 76-99
☐ 51-75
▨ 26-50
■ 1-25

Grade 4

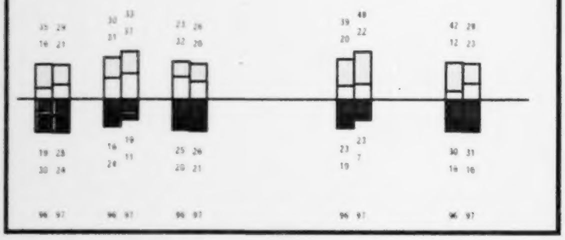
	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
1997 Median Percentiles for: **School**	45	60	54	64	49
District	36	49	46	54	49
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	107	107	107	107	107



Grade 5

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
1997 Median Percentiles for: **School**	52	70	52	73	57
District	44	59	50	62	50
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	103	103	103	103	103

Percent of Students in Each Quarter



☐ 76-99
☐ 51-75
▨ 26-50
■ 1-25

SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	10%	46%	41%
	1997	N/A	68%	49%	41%
Math Avg Score	1996	N/A	473	477	508
	1997	N/A	454	481	511
Verbal Avg Score	1996	N/A	489	485	505
	1997	N/A	483	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated The 1996 SAT scores were "recentered" by the College Board

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score Quarter(s) are the four percentile ranges 1-25th, 26-50th, 51-75th, and 76-99th

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Writing Assessment							
			Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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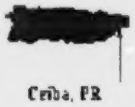
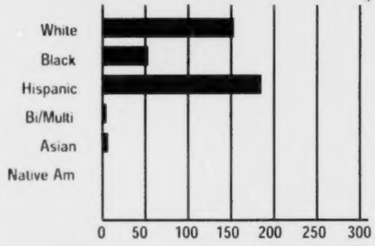


Department of Defense Education Activity
Roosevelt Roads Middle/High School (6-12)
1996/97 School Profile

Lynda Southworth, Principal

School Characteristics

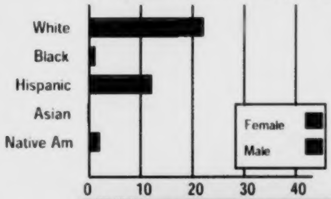
Student Enrollment - 459



Grade	#
6	98
7	93
8	73
9	67
10	51
11	41
12	36
Total	459

Sponsor Affiliation	
Marine	2%
Army	4%
Navy	72%
Air Force	1%
Coast Guard	1%
Non-US Military	0%
US Civilians	20%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	48	10%
PK-12	TAG	31	7%
PK-12	ESL	23	5%
AP Courses Offered		3	
Students Taking AP Courses		55	71%

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	1
7-10	3
> 10	31

Mobility Rate
25% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	33
Special Education	3
Other Professionals	7.5

Teacher Education

Degree	% Teachers
BA/BS	24%
MA/MS	76%
Doctorate	0%

Principal's Highlights

In support of the math, science and technology benchmarks, Roosevelt Roads Middle/High School's math and science department combined financial resources to buy graphing calculators and probes to be used by both departments in inter-curricular problem solving. In addition, the science department acquired and initiated the Video Encyclopedia of Physics Demonstrations, the Video Discovery Series: Chemistry and Physics at Work, and the Science Workshop. All of which uses technology in science experiments. The science department initiated interactive physic's simulations.

For the 2nd language benchmark, the Spanish teachers completed implementing the newly adopted Spanish texts and materials. Additional computer and additional software were added to the language lab which upgraded technical support. RRMHS continued restructuring of the high school. Trainers from Old Dominion University provided further training in advisor/advisee program and the use of seminar.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

The Multi-Media Lab (MML) is utilized by students across grades providing remediation and practice of new skills in curricular areas. Students below grade level in math and language are assigned to the MML for a minimum of 20 minutes per day. HS students are required to produce at least one document utilizing a technological resource. Word Processing is a requirement.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Budget allocations were committed to the purchase of math materials to establish a resource library for grades 6-9. HS math & science departments combined resources to provide graphing calculators and data probes for problem solving. Problem solving has been targeted as a focus areas for math and science. A problem solving model has been established.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The high school has restructured. A block schedule and advisor/advisee program was implemented. Staff received continuous training in these areas to assist transition. Staff members received training in the area of inclusion for special education. Assessment training was provided to SIT members.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Budget allocations were made to provide all classrooms with at least one computer and printer. Computer resources are available to all staff in the computer lab and media center. Teacher workshops were provided in-house on Internet usage and computerized grading systems.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	3.0	3.61	4.08
Co-Supporters	2.7	3.18	3.65
Co-Learners	1.9	2.66	3.27
Co-Teachers	3.1	3.13	3.66
Co-Advisors	2.4	2.91	3.36

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

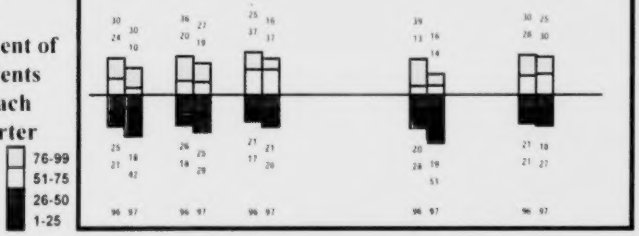
This year over 150 community volunteers were recognized for their contributions to the school. The Family Service Center provided an outreach program to all students where real life coping skills were provided. This year the Occupational Fair generated twice as many contributors as last year. All students attended. A parent-teacher committee will work on common issues.

Standardized Test Results

Grade 6

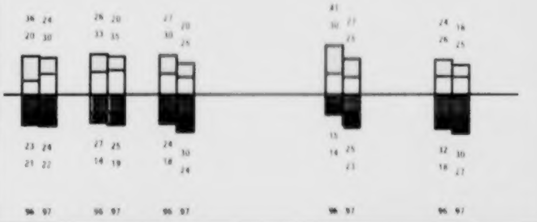
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	42	46	53	31	55
District	36	46	47	39	49
DDESS	56	60	58	60	60
Nation	50	50	50	50	50
# Students	93	93	92	93	93

Percent of Students in Each Quarter



Grade 8

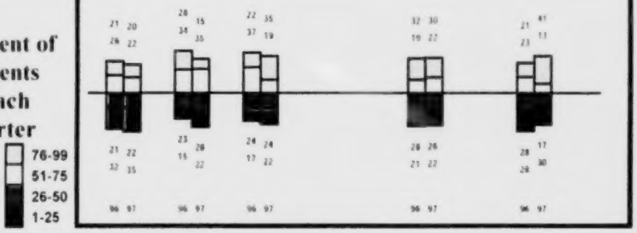
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	54	56	46	52	43
District	44	55	41	55	50
DDESS	54	62	58	54	60
Nation	50	50	50	50	50
# Students	79	79	79	79	79



Grade 10

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	43	50	54	54	54
District	33	47	40	46	50
DDESS	56	60	60	58	60
Nation	50	50	50	50	50
# Students	54	54	54	54	54

Percent of Students in Each Quarter



SAT Results		School	District	DDESS	Nation
% Participating	1996	9%	10%	46%	41%
	1997	61%	68%	49%	41%
Math Avg Score	1996	488	473	477	508
	1997	530	454	481	511
Verbal Avg Score	1996	476	489	485	505
	1997	557	483	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated The 1996 SAT scores were "recentered" by the College Board

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th

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Writing Assessment							
			Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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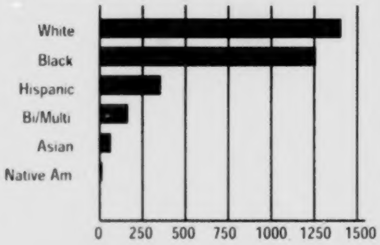
Department of Defense Education Activity
Fort Benning Dependents Schools (PK-8)
1996/97 District Profile
Dell McMullen, Superintendent

District Characteristics

Student Enrollment - 3,303



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	363	11%
PK-12	TAG	101	3%
PK-12	ESL	88	3%
Students Taking AP Courses		N/A	N/A

Grade	#
PreK	335
K	451
1	392
2	400
3	346
4	321
5	321
6	269
7	236
8	232
Total	3303

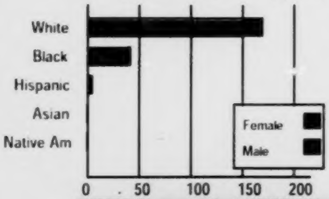
Sponsor Affiliation	
Marine	<.5%
Army	97%
Navy	<.5%
Air Force	1%
Coast Guard	0%
Non-US Military	1%
US Civilians	1%
Non-US Civilians	<.5%

Teacher Experience

Years	Teachers
New	3
1-3	6
4-6	8
7-10	38
> 10	140

Mobility Rate
46% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	9
Classroom Teachers	158
Special Education	20
Other Professionals	30

Teacher Education

Degree	% Teachers
BA/BS	24%
MA/MS	74%
Doctorate	2%

Superintendent's Highlights

The Fort Benning Schools are located at Fort Benning, Georgia, "Home of the Infantry," and three-time winner of the Commander in Chief's Army Communities of Excellence Award. Six elementary and one middle school provide a high quality educational experience for approximately 3,300 Army children who reside on the installation.

Through a strong emphasis on the benchmarks, many successes were celebrated this year! A prekindergarten program was implemented at all six elementary schools and served 321 four year olds. Representatives from all school improvement teams presented at the first annual Georgia, South Carolina Best Practices Conference.

One of our elementary principals, a National Distinguished Principal for DoDEA, served on the Advisory Council on Dependents' Education (ACDE) in Okinawa, Japan.

The Fort Benning Schools. . . where we are dedicated to Attitude, Commitment, and Excellence!

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

An assessment model for student technology performance was designed and developed using the DoDEA Technology Program Standards framework and grade level performance tasks. The model will be piloted in SY 1997-98. A proposal was prepared and submitted for 21st century classrooms.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Sixth grade math test scores have increased by 11% in computations skills, and 9-12% in math concepts and problem solving. This improvement was a result of identifying areas of strength and weakness through curriculum alignment. Science scores improved 9-10% in 6th and 7th grades through a focus on vocabulary development and identification of grade level target areas.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Staff development opportunities paralleled priority benchmarks. School secretaries were trained on Microsoft Office to support the school improvement process. Training in the areas of science, math, and technology, utilizing the outstanding resources available through the Georgia Youth Science and Technology Center, was provided for all educators.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

The Discourse program, an electronic classroom, was piloted in one elementary school, and proved to be highly successful in promoting student involvement and achievement. All accountable property items have been bar coded and entered into DSAMMS data base. An automated work order system has been created, tested, and will be ready for on-line use in 8/97.

Average Ratings of SHP Progress		
Tier	**District**	**DDESS**
Co-Communicators	**4.17**	**4.08**
Co-Supporters	**3.75**	**3.65**
Co-Learners	**3.50**	**3.27**
Co-Teachers	**3.73**	**3.66**
Co-Advisors	**3.38**	**3.36**
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation		

Goal 8: Parental Participation

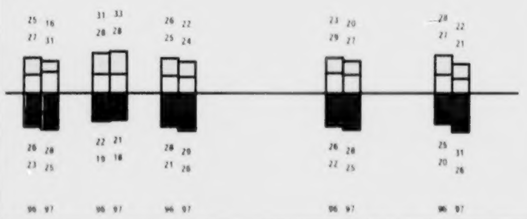
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
A Parent Survey was developed and given to all parents. The results indicated 92% of Fort Benning School parents felt "comfortable giving feedback to teachers" and 89% felt informed regarding system programs. Ninety-eight percent of Pre-K parents felt their children were more prepared for Kdg as a result of the Pre-K transition meetings held system-wide.

Standardized Test Results

Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	50	64	53	51	52
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	328	327	331	328	329

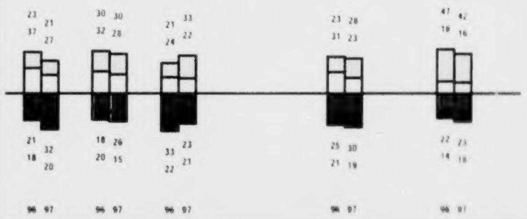
Percent of Students in Each Quarter



- ☐ 76-99
- ☐ 51-75
- ■ 26-50
- ■ 1-25

Grade 5

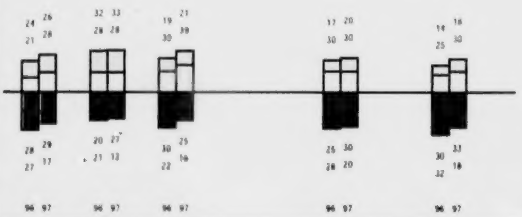
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	54	63	61	60	70
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	266	261	263	266	262



Grade 7

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	58	65	58	56	54
DDESS	56	62	58	56	56
Nation	50	50	50	50	50
# Students	218	219	218	220	219

Percent of Students in Each Quarter



- ☐ 76-99
- ☐ 51-75
- ■ 26-50
- ■ 1-25

SAT Results		District	DDESS	Nation
% Participating	1996	N/A	46%	41%
	1997	N/A	49%	41%
Math Avg Score	1996	N/A	477	508
	1997	N/A	481	511
Verbal Avg Score	1996	N/A	485	505
	1997	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable	

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(706) 545-2500

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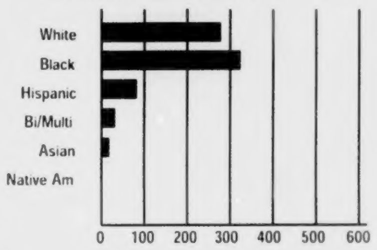
Fort Benning, GA

Department of Defense Education Activity
Don C. Faith Middle School (6-8)
1996/97 School Profile

Elizabeth Middlemiss, Principal

School Characteristics

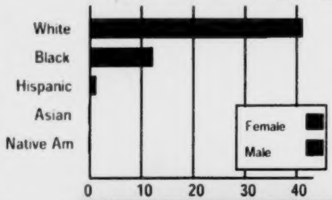
Student Enrollment - 737



Grade	#
6	269
7	236
8	232
Total	737

Sponsor Affiliation	
Marine	0%
Army	97%
Navy	1%
Air Force	1%
Coast Guard	0%
Non-US Military	<.5%
US Civilians	1%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	80	11%
PK-12	TAG	57	8%
PK-12	ESL	22	3%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	3
4-6	2
7-10	14
> 10	35

Mobility Rate
39% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	44
Special Education	4
Other Professionals	4

Teacher Education

Degree	% Teachers
BA/BS	15%
MA/MS	83%
Doctorate	2%

Principal's Highlights

At Faith Middle School our motto, "We Aim Higher", was realized as we earned greatly improved test scores through more comprehensive communication among staff and parents about goals to be reached and strategies for reaching them. While aiming for our goals, students, staff and parents continued our involvement in state and local community efforts.

Two of our teachers presented at the National Science Teachers conference this year. Our science teacher published an article in a state science teachers' journal. Our science and technology club continued in growth and scope of activities.

Faith students auditioned for membership in the regional middle school honor band claiming 11 of the 96 seats. Our art students were major exhibitors at the regional middle school exhibits, and our chorus performed at post functions.

Our final goal was reached as our PTO board along with our technology committee researched and purchased a state-of-the-art data projection system for a new staff-designed, muti-media room.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

Through a comparison of student portfolios from 95-96 and 96-97 the revision in the multimedia program was proven successful. An increased emphasis was placed on inclusion in telecommunications, word processing, and databases in multimedia presentations. A "web-team" was created to develop a Faith School web site.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

Through curriculum alignment coupled with the math tutorial program 6th grade math scores increased by 11% in computation and 9-12% in math concepts and problem solving. Science scores improved 9-10% in 6th and 7th grades through the focus on vocabulary development and identification of grade level target areas.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators

All staff members completed 20 hours in math staff development. ECRI, a reading/language program, was offered for eight language arts teachers. Thirty-nine percent of staff participated in two on-site staff development credits in technology and teacher effectiveness. Faculty members read professional journals and shared articles of interest.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Standardized Test for Assessment of Reading (S.T.A.R) and the Accelerated Reader programs were piloted in SY 96-97 and will be implemented school-wide in SY 97-98. Five telecommunication accounts have allowed 100% staff and student accessibility to the Internet.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.1**	**4.17**	**4.08**
Co-Supporters	**3.4**	**3.75**	**3.65**
Co-Learners	**3.1**	**3.50**	**3.27**
Co-Teachers	**3.3**	**3.73**	**3.66**
Co-Advisors	**3.1**	**3.38**	**3.36**

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

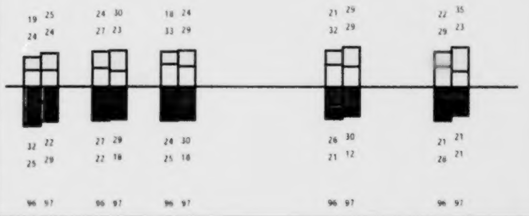
Improved newsletters and revised family night format were utilized to ensure home/school communication. Recruitment, training, and a partnership with PTO resulted in a 43% increase in active parent volunteers. Our parent exit survey indicated positive parental feedback on Faith School: on a 10 point rating scale (10 highest), 60% gave the highest rating, 31% gave 8 or 9.

Standardized Test Results

Grade 6

1997 Median Percentiles	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	54	62	60	65	66
District	54	62	60	65	66
DDESS	56	60	58	60	60
Nation	50	50	50	50	50
# Students	238	235	238	235	238

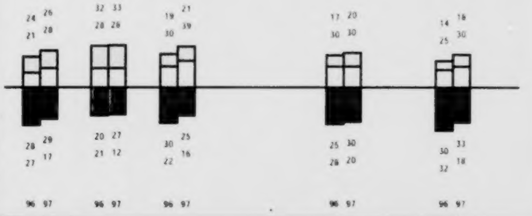
Percent of Students in Each Quarter



☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

Grade 7

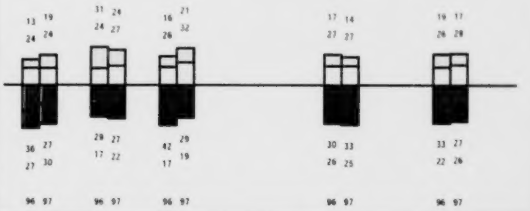
1997 Median Percentiles	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	56	65	58	55	54
District	58	65	58	56	54
DDESS	56	62	58	56	56
Nation	50	50	50	50	50
# Students	218	219	218	220	219



Grade 8

1997 Median Percentiles	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	46	56	53	46	51
District	46	56	53	48	51
DDESS	54	62	58	54	60
Nation	50	50	50	50	50
# Students	184	184	183	186	184

Percent of Students in Each Quarter



☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	N/A	46%	41%
	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
	1997	N/A	N/A	481	511
Verbal Avg Score	1996	N/A	N/A	485	505
	1997	N/A	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Writing Assessment							
				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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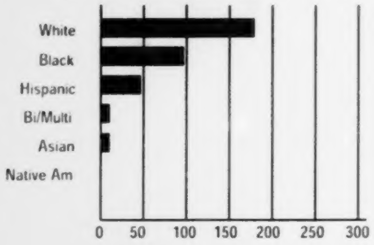
Department of Defense Education Activity
Edward A. White Elementary School (PK-5)
1996/97 School Profile

Judy Archer, Principal

School Characteristics

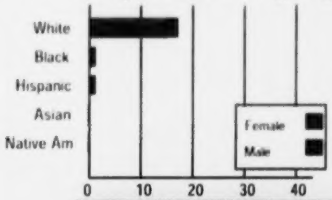
Student Enrollment - 379



Grade	#
PreK	39
K	51
1	47
2	35
3	36
4	88
5	83
Total	379

Sponsor Affiliation	
Marine	1%
Army	94%
Navy	<.5%
Air Force	1%
Coast Guard	0%
Non-US Military	4%
US Civilians	0%
Non-US Civilians	1%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	23	6%
PK-12	TAG	N/A	N/A
PK-12	ESL	66	17%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	2
1-3	0
4-6	1
7-10	6
> 10	10

Mobility Rate
60% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	17
Special Education	2
Other Professionals	2

Teacher Education

Degree	% Teachers
BA/BS	23%
MA/MS	72%
Doctorate	5%

Principal's Highlights

E.A. White Elementary is a PreK-5th grade school with a consistently high level of parent involvement. Stakeholders enhance our instructional programs in technology, reading, hands-on math and science. The position of Parent Volunteer Coordinator was initiated this year and contributed to the 4,975 hours donated, representing an increase of 18%. The partnership between the school and community was enhanced by a day long celebration for the Month of the Military Child with 29 post agencies, units, and other stakeholders participating.

Approximately 20% of our student and parent population have a primary language other than English. These students represent numerous countries from the School of the Americas and enrich our learning community with their cultural contributions. Our parent volunteers invigorate the curriculum with an observable influence across all our strategic plan goals. This partnership continues to enhance student success academically, emotionally, and socially.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

Fourth grade students developed electronic portfolios based on the integration of curriculum-based math and science skills utilizing Hyperstudio and ClarisWorks application. Our PTO fund-raising supported $1500.00 for memory upgrades and additional technology support materials for developing and enhancing the computer literacy of our students.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

Our AIMS training (Activities to Integrate Math and Science) has resulted in a 15% increase in the primary grades math and science test scores. The integration of math, science, and technology in our classrooms with the involvement of our parents has been an exciting venture that has paid off with an increase in test scores and overall student achievement.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators

Professional development offerings were based on teacher surveyed needs and paralleled our benchmark goals. Staff development is a priority program in support of our annual SIP goals. One hundred percent of our faculty and staff participated in our site-based training focusing on the integration of math, science and technology in the curriculum program.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Installation of LAN hardware and cable enhanced in-house communication. Utilizing QuickMail contributed to timely communication and saved on costly duplication. Our Accelerated Reader Program was updated for use on the fileserver and facilitated student use in each classroom. All faculty and staff mastered Level II on the DoDEA technology proficiency quadrant.

Average Ratings of SIP Progress			
Tier	School	District	DDESS
Co-Communicators	4.5	4.17	4.08
Co-Supporters	4.2	3.75	3.65
Co-Learners	3.9	3.50	3.27
Co-Teachers	4.1	3.73	3.66
Co-Advisors	3.5	3.38	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

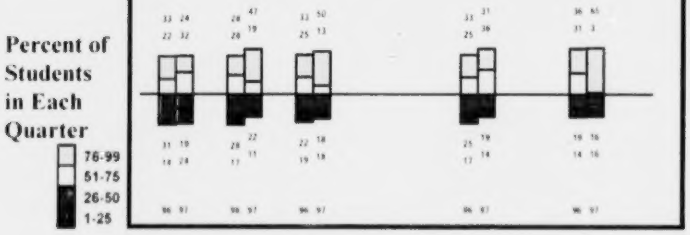
A multi-tiered approach to home-school partnership placed emphasis on supporting student achievement. This year we initiated a "Toast and Topics" program, holding quarterly meetings for parents in response to their requests to be co-learners on topics such as helping children with homework, science projects, test scores interpretation, and summer activities in the community.

Standardized Test Results

Grade 3

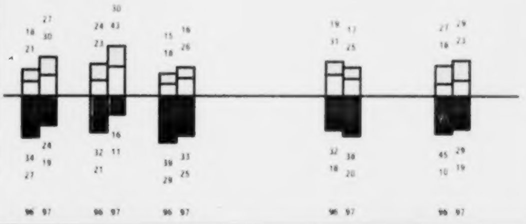
1997 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	60	75	71	65	80
District	50	64	53	51	52
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	37	36	38	36	37



Grade 4

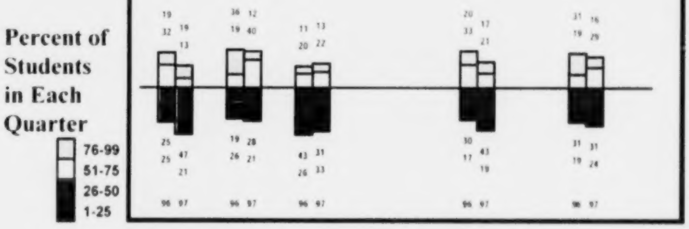
	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	59	66	52	52	62
District	57	67	50	54	58
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	67	70	69	69	69



Grade 5

1997 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	50	56	45	52	55
District	54	63	61	60	70
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	47	43	45	47	45



SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	N/A	46%	41%
	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
	1997	N/A	N/A	481	511
Verbal Avg Score	1996	N/A	N/A	485	505
	1997	N/A	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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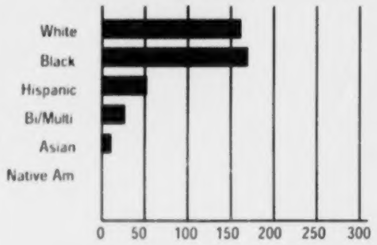
Fort Benning, GA

Department of Defense Education Activity
Frank R. Loyd Elementary School (PK-5)
1996/97 School Profile
Debra Mabry, Principal

School Characteristics

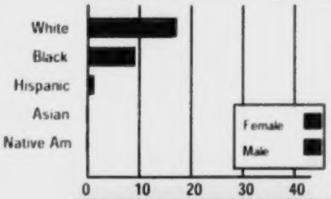
Student Enrollment - 416



Grade	#
PreK	61
K	88
1	72
2	58
3	49
4	43
5	45
Total	416

Sponsor Affiliation	
Marine	0%
Army	95%
Navy	< 5%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	4%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	57	14%
PK-12	TAG	N/A	N/A
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	4
> 10	23

Mobility Rate
49% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	17
Special Education	5
Other Professionals	4

Teacher Education

Degree	% Teachers
BA/BS	30%
MA/MS	66%
Doctorate	4%

Principal's Highlights

This year at Frank R. Loyd School, a major emphasis has been on technology as delivered through the traditional computer lab and through our new Discourse Electronic classroom. Inservice training for technology has been provided all year on "Technology Tuesdays" to faculty and staff. Students from kindergarten to 5th grade have worked to master the Loyd Computer Curriculum Objectives as they built an electronic portfolio. Our Discourse Lab allows a non-traditional instructional mode and mechanism for subjects across the curriculum. Staff development was provided for both teachers and students on Discourse Learning.

Another emphasis has been on parent recruitment into our school at all levels of multi-tiered involvement. Parent training for volunteering, for instruction and for decision making has been a year-long effort. We have increased our parent involvement by 50%.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Increasing technological proficiency for all grade levels pre-K through 5th has been a priority at Loyd. Our computer lab is used for a wide range of activities including keyboarding skills, creating hypercards, spreadsheets and gathering data through use of the Internet. Each student grades K-5 has an Electronic Portfolio to document their successes and to demonstrate their talents.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

In order to increase math and science scores on the ITBS, the faculty used community resources such as the Georgia Youth and Science Technology Center, Oxbow Meadows, and the Math Collaborative. Each teacher wrote an action plan which highlighted strengths and weaknesses in math and science and worked to improve content in both areas.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Based on teacher needs assessment, we offered for SY 96-97 basic Mac training, hyperstudio, E-mail, spreadsheet, word processing, and trouble shooting. One hundred percent of teachers responding to the survey evaluation believed the courses to be worthwhile. Guest speakers were invited to address the areas of math problem solving and science.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Loyd School is near completion of its network. Ninety-five percent of teachers have electronic mail available to them and use it each day. Computer generated report cards are used exclusively and the use of Internet to exchange information is provided.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.5	4.17	4.08
Co-Supporters	4.2	3.75	3.65
Co-Learners	4.0	3.50	3.27
Co-Teachers	4.2	3.73	3.66
Co-Advisors	4.0	3.38	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

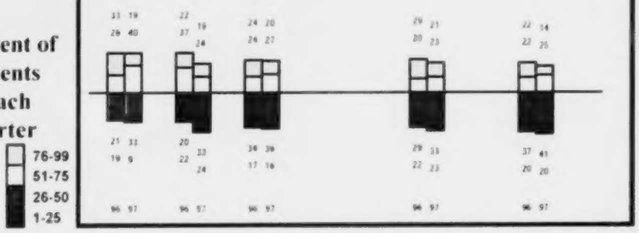
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Volunteer orientation/training classes yielded a 50% increase in volunteer participation. Parents participated in Soldiers' Breakfast, Lunch & Learn, Black History, Hispanic, & Discovery Day activities. Communication was accomplished using the Very involved Parents line, Parent Academy, newsletters, parent-teacher conferences, parent surveys and message boards.

Standardized Test Results

Grade 3

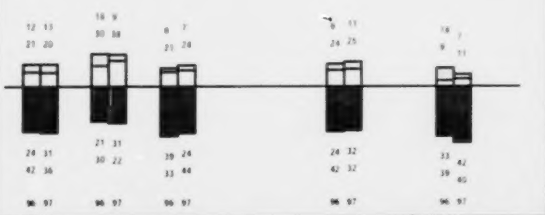
	Benchmark 3.1			Benchmark 4.3	
1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	58	53	57	52	49
District	50	64	53	51	52
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	43	42	44	43	44

Percent of Students in Each Quarter



Grade 4

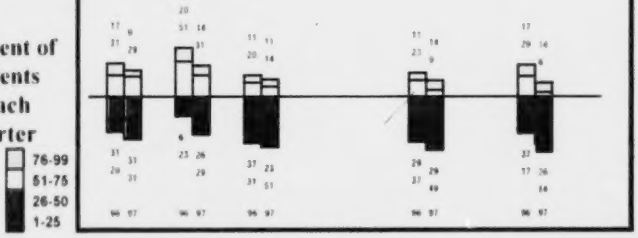
	Benchmark 3.1			Benchmark 4.3	
1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	36	46	33	38	31
District	57	67	50	54	58
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	45	45	45	44	45



Grade 5

	Benchmark 3.1			Benchmark 4.3	
1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	47	54	32	40	35
District	54	63	61	60	70
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	35	35	35	35	35

Percent of Students in Each Quarter



SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	N/A	46%	41%
	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
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Verbal Avg Score	1996	N/A	N/A	485	505
	1997	N/A	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Writing Assessment								
			Percent at Each Performance Level					
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable	

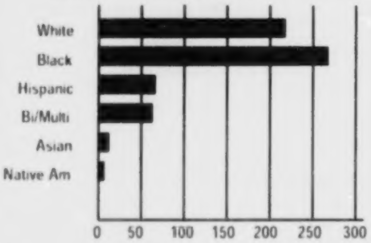
Fort Benning, GA

Department of Defense Education Activity
Freddie Stowers Elementary School (PK-5)
1996/97 School Profile

Glenn Hughes, Principal

School Characteristics

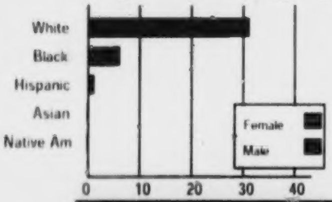
Student Enrollment - 593



Grade	#
PreK	65
K	92
1	81
2	97
3	81
4	87
5	90
Total	593

Sponsor Affiliation	
Marine	0%
Army	99%
Navy	1%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	94	16%
PK-12	TAG	N/A	N/A
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	4
7-10	4
> 10	21

Mobility Rate
44% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	27
Special Education	6
Other Professionals	5

Teacher Education

Degree	% Teachers
BA/BS	37%
MA/MS	63%
Doctorate	0%

Principal's Highlights

Heroism is alive and well at Freddie Stowers Elementary School. The school was named in honor of the first black Medal of Honor recipient in our nation's history. CPL Stowers' life has served as a role model for Stowers' students.

During the 1996-97 school year we continually focused on Benchmark 8.1 Multi-Tiered School-Home Partnership. Parents are an integral part of the educational program at Stowers. Parents logged more than 2300 volunteer hours. The Very Involved Parent program has had over 1500 parental participants this year. Parental involvement reached beyond the school walls into the community with Active Parenting, a school sponsored broadcast via the local cable company.

At Stowers, we provide our children with opportunities to develop academically, intellectually, socially, emotionally, and physically, to their highest potential. We eagerly accept this responsibility and achieve these goals through a healthy learning environment.

America needs heroes. At Stowers Elementary School, we have heroes in the making.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

A computer literacy class was taught to all K-5 students. The staff created a technological skills checklist for student and teacher use. The Accelerated Reader Program was utilized in the mini tech lab in the media center. All upper grade students maintained an electronic portfolio of projects completed throughout the year.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

Utilizing the Spring 96 ITBS test score analysis Action Plans were created by each teacher. The Action Plans addressed specific areas for celebration and specific areas for concentration. Personnel from Columbus State University were utilized for staff development workshops with a concentration on areas of concern on the ITBS.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators

The focus on staff development for the SY 96-97 was technology. A survey was given in October to identify technological proficiency. Staff development courses were designed as a result of the needs identified. Progress was noted in basic technological skills by the staff as indicated by the post-survey. We will continue to work on higher level skills for SY 97-98.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

We redesigned the computer lab to create a Macintosh writing lab. The 3rd-5th grade classrooms were equipped with Power Macs. Five sites within the school are Internet capable. Plans for the 97-98 school year include upgrading the LAN, creating a PC lab and Discourse Learning Lab.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.0	4.17	4.08
Co-Supporters	3.8	3.75	3.65
Co-Learners	3.7	3.50	3.27
Co-Teachers	4.1	3.73	3.66
Co-Advisors	3.7	3.38	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

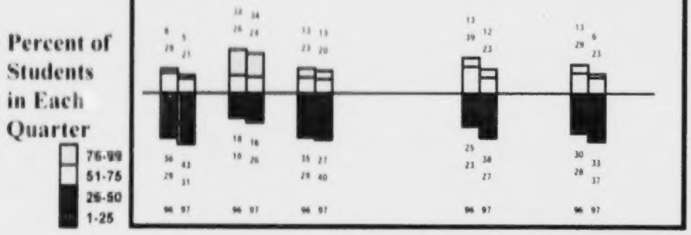
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

We had a huge influx of parent involvement for the 96-97 school year. Over 1300 parents visited the classes and were actively involved in learning activities during the Very Involved Parent program. Parents volunteered more than 2300 hours of service to the school. Parenting classes were held using the "Active Parenting Program".

Standardized Test Results

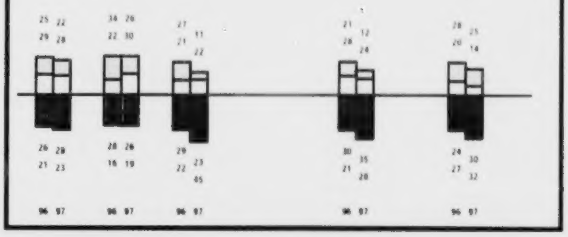
Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	36	60	39	44	38
District	50	64	53	51	52
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	81	82	82	82	81



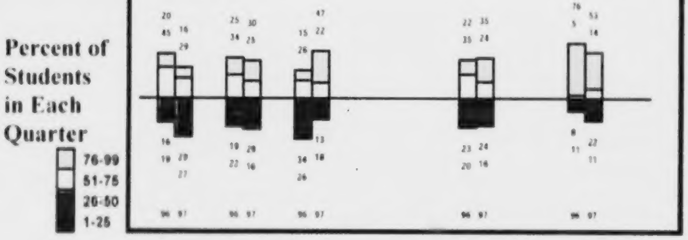
Grade 4

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	53	59	41	47	52
District	57	67	50	54	58
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	83	81	83	82	81



Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	46	59	69	62	76
District	54	63	61	60	70
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	98	97	97	98	96



SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	N/A	46%	41%
	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
	1997	N/A	N/A	481	511
Verbal Avg Score	1996	N/A	N/A	485	505
	1997	N/A	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Writing Assessment							
			Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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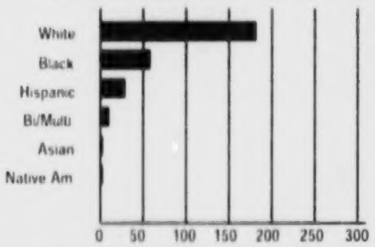
Fort Benning, GA

Department of Defense Education Activity
Herbert J. Dexter Elementary School (PK-5)
1996/97 School Profile

Vicki P. Rogers, Principal

School Characteristics

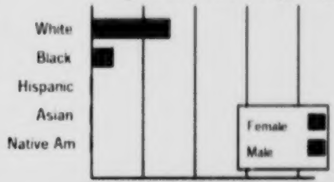
Student Enrollment - 349



Grade	#
PreK	59
K	54
1	53
2	57
3	47
4	43
5	36
Total	349

Sponsor Affiliation	
Marine	0%
Army	99%
Navy	0%
Air Force	1%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	18	5%
PK-12	TAG	44	13%
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	5
> 10	8

Mobility Rate
65% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	14
Special Education	0
Other Professionals	4

Teacher Education

Degree	% Teachers
BA/BS	11%
MA/MS	89%
Doctorate	0%

Principal's Highlights

Working together toward tomorrow is the mission of stakeholders of Herbert J. Dexter School. Dexter, a School of Excellence, is a 21st Century classroom facility with a media center, cafetorium and a greenhouse complex.

Technology continues to be in the forefront as a tool for learning. Galaxy Network Distance Learning found students interacting with others around the country about math, science, and language arts via fax machines. Students' writings and achievements were published on Galaxy Network and featured on Galaxy's nationally televised program.

A Dexter teacher was named Georgia's Science Teacher of the Year, receiving accolades for innovative use of technology in the teaching of science.

Our kindergarten ecology club gleaned top honors in state competition and the sponsor was named Georgia's Woman of the Year. Their recycling marathon netted 15,550 plastic lids in 12 colors, all of which were recycled into their hands-on math program. Because of these determined 5-year-old ecologists, the Dexter community has become environmentally-conscious.

DoDEA Strategic Plan:-School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

Proficiency in technology was increased through implementation of Galaxy Network Distance Learning. Keyboarding skills were introduced at all grade levels and fully implemented in grades 1, 4, and 5. Continued use of the internet, CD ROM, and computer programs served to integrate technology across the curriculum.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

Instructional strategies focusing on problem solving and the implementation of teacher made computation pre/post tests improved math skills. Results of the ITBS indicated students in grades 1-5 overall showed an 8% increase in math computation and problem solving.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators

There was 100% participation in site-based staff development courses. Based on the needs assessment, courses offered were in support of technology, math and science. Evaluation feedback indicated that the most successful courses were those taught by faculty members, as well as monthly sessions where teachers shared their areas of expertise.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

An automated check out system was introduced in the media center. The management options were utilized to print reports/overdue notices. A central computer was installed as a look-up station, replacing the card catalog. Training on the use of the internet was provided for interested students/staff and all classrooms were linked by e-mail.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.3	4.17	4.08
Co-Supporters	3.5	3.75	3.65
Co-Learners	3.7	3.50	3.27
Co-Teachers	3.8	3.73	3.66
Co-Advisors	3.3	3.38	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

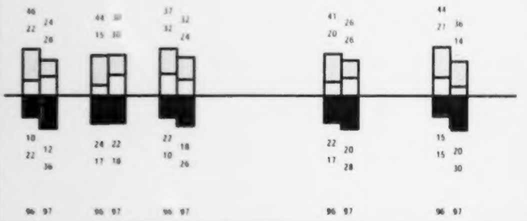
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Effective parenting skills were highlighted through a series of "Lunch & Learn" seminars, as well as programs targeting paternal involvement, eg., "Dining with Dads." Of the 1,877 hours logged by 129 volunteers, 1,275 of those were curriculum/instructional in nature.

Standardized Test Results

Grade 3

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	56	64	60	53	58
District	50	64	53	51	52
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	50	50	50	50	50

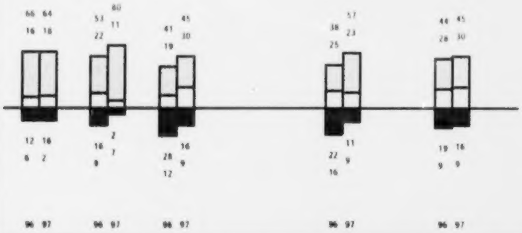
Percent of Students in Each Quarter



☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

Grade 4

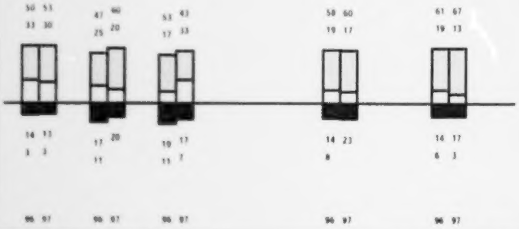
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	84	88	76	80	77
District	57	67	50	54	58
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	44	44	44	44	44



Grade 5

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	79	82	74	80	84
District	54	63	61	60	70
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	30	30	30	30	30

Percent of Students in Each Quarter



☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	N/A	46%	41%
	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
	1997	N/A	N/A	481	511
Verbal Avg Score	1996	N/A	N/A	485	505
	1997	N/A	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Writing Assessment								
			Percent at Each Performance Level					
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable	

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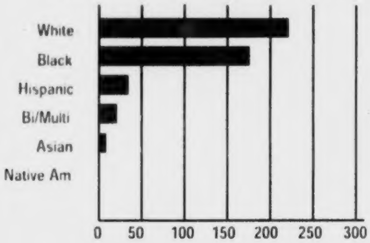
Fort Benning, GA

Department of Defense Education Activity
Morris R. McBride Elementary School (PK-3)
1996/97 School Profile

Delbert L. Hicks, Principal

School Characteristics

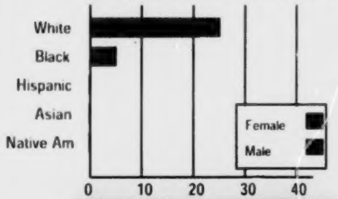
Student Enrollment - 430



Grade	#
PreK	80
K	115
1	78
2	90
3	67
Total	430

Sponsor Affiliation	
Marine	1%
Army	97%
Navy	0%
Air Force	1%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	29	7%
PK-12	TAG	N/A	N/A
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	0
7-10	2
> 10	26

Mobility Rate
20% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	20
Special Education	1
Other Professionals	6

Teacher Education

Degree	% Teachers
BA/BS	21%
MA/MS	79%
Doctorate	0%

Principal's Highlights

Morris R. McBride Elementary School educates Pre-K- 3rd grade students. The school building underwent a total renovation beginning in the fall of 1996. Faculty, staff, and students look forward to the move back into their newly renovated school in the fall, 1997.

An emphasis on technology was continued through the efforts of our technology committee. Our computer lab, media center and the computerized reading program was updated with programs such as keyboarding, basic math computation, math word problem solving, CD ROM disks for science, and the updated computerized accelerated reading comprehension program.

A major effort was placed on all levels of parental involvement. Recruitment was accomplished through surveys, volunteer enlistment handbooks, Lunch "N" Learn seminars, and "Parents Make a Difference" pamphlets.

As a total staff, we promote the attitude of "I can and I will do my very best," to our student body.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Students used word-processing skills in the computer lab and in the classroom. Students were given opportunities to create short stories and poems using their computer skills. Participation was 100% in grades 1 - 3.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Students participated in hands-on science. Concepts were reinforced in the regular classroom by incorporating science throughout the curriculum. Math was incorporated throughout the curriculum and reinforced through daily math word problems and computer programs.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

At the beginning of school, faculty members completed a needs assessment which indicated an emphasis on technology, math, and science. Staff development courses were held and evaluated which provided training to improve student achievement in the areas of math and science. The faculty was informed of these courses via staff meetings and newsletters.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Secretaries are being trained in the use of new IBM computers and software. The media center has completed its automation. E-mail and Internet access are awaiting establishment of the LAN and phone lines in the remodeled building. Funding must be obtained to establish the digital satellite station and upgrade the memory of all the existing computers.

Average Ratings of SIP Progress			
Tier	School	District	DDESS
Co-Communicators	3.8	4.17	4.08
Co-Supporters	3.2	3.75	3.65
Co-Learners	3.0	3.50	3.27
Co-Teachers	3.2	3.73	3.66
Co-Advisors	3.3	3.38	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

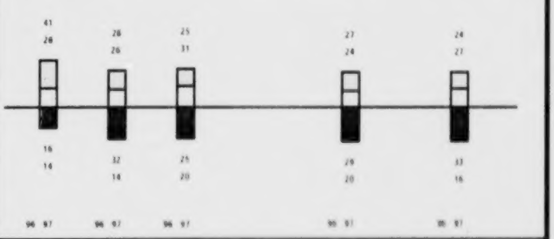
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Periodic assessment from parent surveys indicated that parents are highly satisfied with home/school communication efforts (4.7 on 5.0 scale). A concern about limited parent involvement was addressed, and a plan for increased parent volunteers has been implemented.

Standardized Test Results

Grade 2

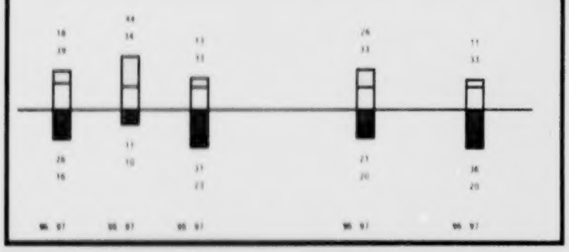
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	70	62	55	57	60
District	60	60	58	53	55
DDESS	65	69	58	65	58
Nation	50	50	50	50	50
# Students	85	85	85	85	85

Percent of Students in Each Quarter



Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	58	73	51	61	49
District	50	64	53	51	52
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	61	61	61	61	61



☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

1997 Median Percentiles for: **School** **District** **DDESS** **Nation** **# Students**

Benchmark 3.1 Read Lang Soc Stdy **Benchmark 4.3** Math Science

Percent of Students in Each Quarter

NOT APPLICABLE

☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	N/A	46%	41%
	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
	1997	N/A	N/A	481	511
Verbal Avg Score	1996	N/A	N/A	485	505
	1997	N/A	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Writing Assessment							
			Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

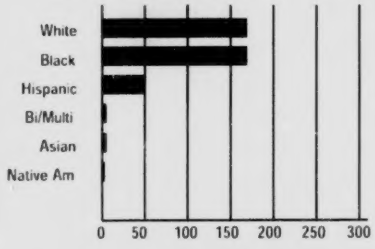
Fort Benning, GA

Department of Defense Education Activity
Richard G. Wilson Elementary School (PK-5)
1996/97 School Profile

Phyllis L. Parker, Principal

School Characteristics

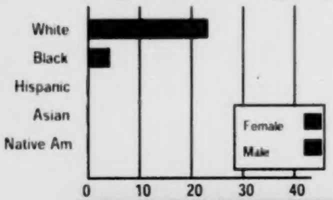
Student Enrollment - 399



Grade	#
PreK	31
K	51
1	61
2	63
3	66
4	60
5	67
Total	399

Sponsor Affiliation	
Marine	0%
Army	100%
Navy	0%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	62	16%
PK-12	TAG	N/A	N/A
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	2
4-6	1
7-10	3
> 10	17

Mobility Rate
57% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	19
Special Education	2
Other Professionals	5

Teacher Education

Degree	% Teachers
BA/BS	33%
MA/MS	63%
Doctorate	4%

Principal's Highlights

During the 1996-97 school year, the staff of Wilson School engaged in many projects addressing priority benchmarks. Distance learning through satellite programming allowed for curriculum enhancement in math/science and language arts/social studies. The use of MacSchool Library Pro automation system provided a more effective and efficient use of staff time. Internet access and a Local Area Network Electronic Mail System were provided to all staff.

Professional Development was addressed through inservice activities for teachers and educational aides in the areas of technology and math/science.

Parental participation continued to be strong with an increase in fund raising activities as well as volunteer hours. Parents were also provided training in technology.

C.A.T.S. - Computer and Technology Society, a technology club for students in grades 4 and 5 was implemented.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Each student (Pre-K-Grade 5) had an opportunity to work with computers for remediation, enrichment, and/or research activities. Across all grade levels, students used hardware peripherals such as the QuickTake and QuickCam digital cameras and scanners to develop hypermedia projects as well as to enhance word processing documents and curriculum-related projects.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

All grade levels developed improvement plans targeting strategies for improving scores in math and science on the ITBS. Math and science classes used community resources including, but not limited to, the Math Collaborative, AIMS, FOSS, and Georgia Youth Science and Technology Centers, Inc.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The teaching staff participated in a half-day inservice training on the use of the FOSS (science) and AIMS (math) programs. Additionally, teachers received site-based computer training each Tuesday afternoon for 2 months. Educational aides received a full day of technology training.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Classrooms were connected to the LAN giving teachers access to electronic mail as well as MacSchool, an electronic data base housing student data. At least one classroom at each grade level has been wired for Internet access. One Internet workstation is available in the Media Center. MacSchool Library Pro has been fully implemented for Media Center automation.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**3.8**	**4.17**	**4.08**
Co-Supporters	**3.8**	**3.75**	**3.65**
Co-Learners	**2.8**	**3.50**	**3.27**
Co-Teachers	**3.2**	**3.73**	**3.66**
Co-Advisors	**2.5**	**3.38**	**3.36**

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

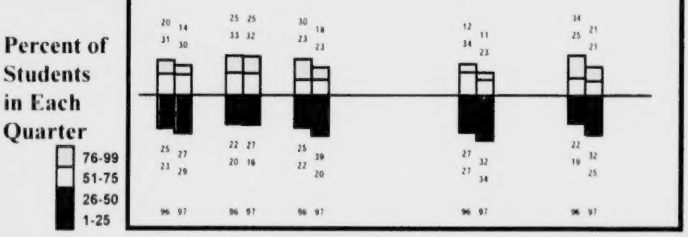
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

The number of parent volunteers increased from 640 hours in SY 95-96 to 1712 hours for SY 96-97. PTO purchased science kits for first grade classrooms and provided funds for teacher supplies through their many fund raising activities. The PTO also sponsored a yearbook which was dedicated to the memory of Richard G. Wilson for whom our school is named.

Standardized Test Results

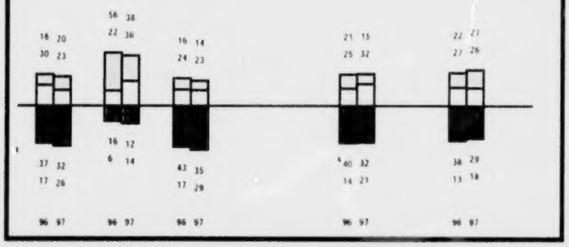
Grade 3

1997 Median Percentiles	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	45	57	50	42	53
District	50	64	53	51	52
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	56	56	56	56	56



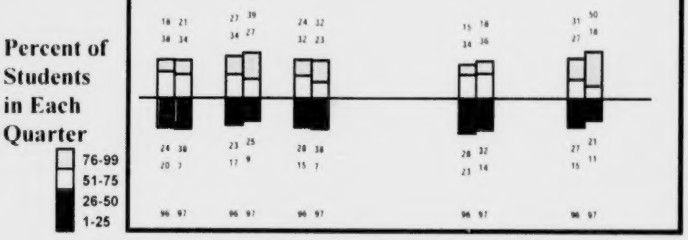
Grade 4

1997 Median Percentiles	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	51	71	49	54	62
District	57	67	50	54	58
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	66	66	66	66	66



Grade 5

1997 Median Percentiles	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	60	70	62	57	74
District	54	63	61	60	70
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	56	56	56	56	56



SAT Results					
		School	District	DDESS	Nation
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Writing Assessment							
			Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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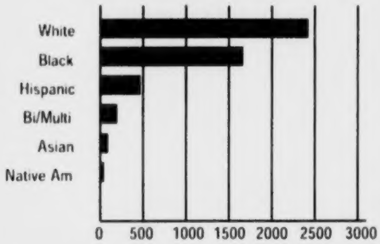
Department of Defense Education Activity
Fort Bragg Dependents Schools (PK-9)
1996/97 District Profile
Frank J. Cleary, Superintendent

District Characteristics

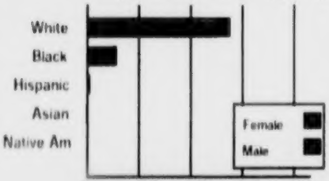
Student Enrollment - 4,555



Grade	#
PreK	425
K	646
1	565
2	524
3	485
4	447
5	384
6	359
7	299
8	249
9	172
Total	4555

Sponsor Affiliation	
Marine	0%
Army	87%
Navy	0%
Air Force	13%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	373	8%
PK-12	TAG	299	7%
PK-12	ESL	38	1%
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	10
1-3	36
4-6	30
7-10	48
> 10	194

Mobility Rate
36% Per Year

School Staff

Category	FTE
Administrators	15
Classroom Teachers	255
Special Education	39
Other Professionals	24

Teacher Education

Degree	% Teachers
BA/BS	58%
MA/MS	42%
Doctorate	0%

Superintendent's Highlights

The Fort Bragg School System is proud of all the people who contributed to making the DoDEA Community Strategic Plan an effective tool in our schools. School Improvement Teams provided leadership and direction in promoting learning opportunities for students and involvement activities for parents. The overall participation contributed to rewarding experiences and resulted in favorable outcomes for meeting benchmarks.

The 1996-97 school year reflected great progress in preparing students and teachers to be technologically proficient. For the first time, 8th grade students took a computer proficiency test and passed with a 78% success rate.

Student proficiency in math and science was enhanced by professional development opportunities. Learner-centered classrooms prepared students for high levels of achievement.

We continue to refine our partnership activities with Fort Bragg and the local civilian community. We also continue to promote active parental involvement in the schools and at home.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Technology and technological skills were infused into all areas of the curriculum. Five new writing labs were established in the schools this year. An accelerated reading program and a multimedia program were incorporated into classrooms.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Systemwide math and science committee members served as instructional leaders in the district, teaching strategies to their colleagues. Committee members also developed a proposal for math curriculum by revising old curriculum and aligning it with assessment.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Staff were provided various professional growth opportunities during the year in a variety of topics. Using training programs, staff members moved through progressive levels of computer competency. They learned multimedia functions and participated in computerized math and science activities.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Fort Bragg Schools have continuously focused on technology and the skills to use it in classrooms. Multimedia computers for classroom teachers were purchased. A combination of central office support and school based training has pushed technology to the forefront as an effective instructional and management tool.

Average Ratings of SHP Progress		
Tier	**District**	**DDESS**
Co-Communicators	**4.30**	**4.08**
Co-Supporters	**3.95**	**3.65**
Co-Learners	**3.52**	**3.27**
Co-Teachers	**3.85**	**3.66**
Co-Advisors	**3.33**	**3.36**

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

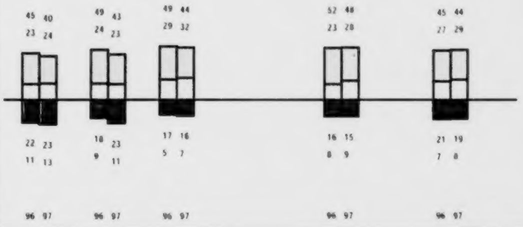
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership..... Three issues of Fort Bragg Schools' Together newsletter were published for parents and the community. The Forecast highlighted each school's monthly events for volunteers and staff. All schools established partnerships. School events were regularly highlighted in the local media. Volunteer training was provided and monthly meetings were held for volunteers.

Standardized Test Results

Grade 3

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
District	69	69	72	75	72
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	453	453	450	454	449

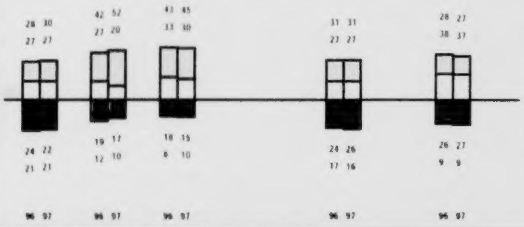
Percent of Students in Each Quarter



- ☐ 76-99
- ☐ 51-75
- ■ 26-50
- ■ 1-25

Grade 5

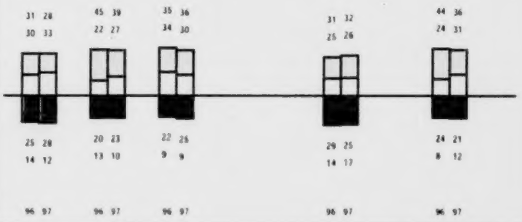
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
District	56	77	73	59	61
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	346	347	337	345	332



Grade 7

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
District	59	67	66	59	65
DDESS	56	62	58	56	56
Nation	50	50	50	50	50
# Students	272	272	265	271	267

Percent of Students in Each Quarter



- ☐ 76-99
- ☐ 51-75
- ■ 26-50
- ■ 1-25

SAT Results		District	DDESS	Nation
% Participating	1996	N/A	46%	41%
	1997	N/A	49%	41%
Math Avg Score	1996	N/A	477	508
	1997	N/A	481	511
Verbal Avg Score	1996	N/A	485	505
	1997	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Writing Assessment

				Percent at Each Performance Level			
Grade	**Yr**	**Number Tested**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
4	96	448	6%	49%	41%	4%	0%
4	97	434	3%	36%	55%	5%	0%
7	97	280	1%	53%	42%	4%	0%

Ft. Bragg Dependents Schools
P. O. Box 70089
Ft. Bragg, NC 28307-0089

DSN Phone: 236-0011
Fax Number: (910) 436-3960
Commercial Phone:
(910) 436-5410

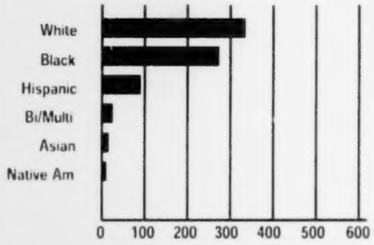
Fort Bragg, NC

Department of Defense Education Activity
Albritton Junior High School (7-9)
1996/97 School Profile

Bruce Jeter, Principal

School Characteristics

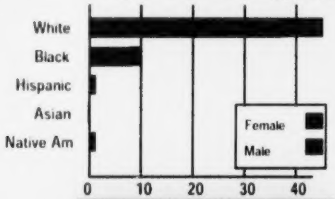
Student Enrollment - 720



Grade	#
7	299
8	249
9	172
Total	720

Sponsor Affiliation	
Marine	0%
Army	90%
Navy	0%
Air Force	10%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	75	10%
PK-12	TAG	59	8%
PK-12	ESL	8	1%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	6
4-6	7
7-10	6
> 10	35

Mobility Rate
33% Per Year

School Staff

Category	FTE
Administrators	3
Classroom Teachers	44
Special Education	4
Other Professionals	6

Teacher Education

Degree	% Teachers
BA/BS	56%
MA/MS	44%
Doctorate	0%

Principal's Highlights

Albritton continues to strive for academic excellence. There were 47 members inducted into the National Jr. Honor Society. Math & science enrichment activities have been a catalyst for increased achievement. Equipment and supply inventories have been increased significantly which led to more hands-on experiences. There have been activities provided for parents and students to learn together. Students participated in local, regional & state competitions and placed 3rd in the region in Math Counts and 5th at the state level.

The focus on developing strong technology proficiency skills is integrated into all subject areas. A pretest to assess technology skills has been developed and used. Over 80% of Albritton students achieved proficiency level on the North Carolina 8th Grade Computer Exam.

In this ever changing world, Albritton recognizes the need to work with the greater community to better serve students. There have been increased efforts in Home/School Partnership and community service projects. The partnership with Womack Army Medical Center provides students with first hand experiences related to the medical profession. Students participated in community service projects at the Fisher House and the American Red Cross. Parents and partners enrich the lives of our students.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

All homeroom classrooms are equipped with a bank of computers with at least one computer with CD ROM capabilities. Accelerated Readers has been purchased and plans for staff development are underway. A virus protection program has been purchased and installed which will allow students to utilize work from a disk at either home or school.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

A math/science inventory is complete and equipment and supplies have been purchased to ensure that all classrooms have greater accessibility. Students have been exposed to several extra-curricular activities to include Math Counts, Science Olympiad, Junior High Mathematics Exam, Family Math Night and Pembroke State University Math Contest.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Staff development opportunities were provided in the areas of Conversational Spanish and Strategies to Serve At-Risk Students. A staff member has been designated to coordinate staff development opportunities and there is a designated area in the media center for professional materials. The entire staff has begun staff development in Seminar Teaching.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Albritton now has access to the Internet. Special emphasis has been placed on utilization of the Internet as an instructional tool to enhance learning. Staff members have participated in a series of activities related to shared decision making.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	3.4	4.30	4.08
Co-Supporters	2.7	3.95	3.65
Co-Learners	2.7	3.52	3.27
Co-Teachers	3.1	3.85	3.66
Co-Advisors	2.6	3.33	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

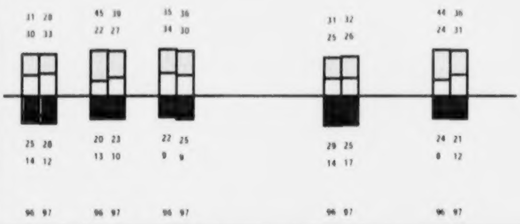
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Opportunities were provided for parents to participate in curriculum related events to include Family Math Night, Literary Encounter and Family Geography Night. An After School Learning Center provides a safety net for families in which both parents work. A monthly newsletter, "The Bragging Bulldog," keeps parents and students informed of current and upcoming events.

Standardized Test Results

Grade 7

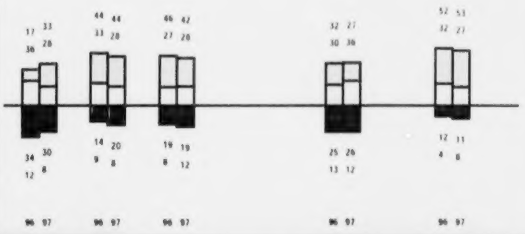
1997 Median Percentiles	Benchmark 3.1			Benchmark 4.3	
for:	Read	Lang	Soc Stdy	Math	Science
School	59	67	66	59	65
District	59	67	66	59	65
DDESS	56	62	58	56	56
Nation	50	50	50	50	50
# Students	272	272	265	271	267

Percent of Students in Each Quarter



Grade 8

1997 Median Percentiles	Benchmark 3.1			Benchmark 4.3	
for:	Read	Lang	Soc Stdy	Math	Science
School	59	70	70	57	78
District	59	70	70	57	78
DDESS	54	62	58	54	60
Nation	50	50	50	50	50
# Students	214	214	210	214	211



▯ 76-99
□ 51-75
▩ 26-50
■ 1-25

1997 Median Percentiles	Benchmark 3.1			Benchmark 4.3	
for:	Read	Lang	Soc Stdy	Math	Science
School					
District					
DDESS					
Nation					
# Students					

Percent of Students in Each Quarter

NOT APPLICABLE

▯ 76-99
□ 51-75
▩ 26-50
■ 1-25

SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	N/A	46%	41%
	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
	1997	N/A	N/A	481	511
Verbal Avg Score	1996	N/A	N/A	485	505
	1997	N/A	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Albritton J H S
P.O.Box 70089
Fort Bragg, NC 28307-0089

DSN Phone:
Fax Number: (910) 436-2139
Commercial Phone:
(910) 436-0025

Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
7	97	280	1%	53%	42%	4%	0%

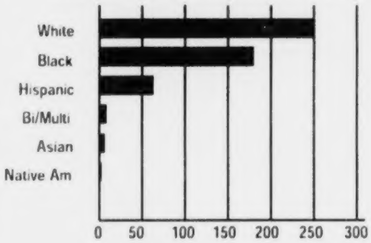
Fort Bragg, NC

Department of Defense Education Activity
Bowley Elementary School (PK-4)
1996/97 School Profile

Mary Brigham, Principal

School Characteristics

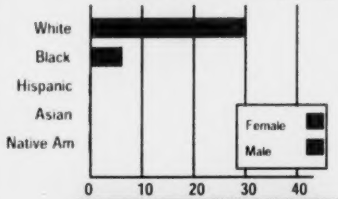
Student Enrollment - 481



Grade	#
PreK	57
K	118
1	84
2	72
3	76
4	74
Total	481

Sponsor Affiliation	
Marine	0%
Army	99%
Navy	0%
Air Force	1%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	32	7%
PK-12	TAG	20	4%
PK-12	ESL	24	5%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	5
4-6	1
7-10	4
> 10	24

Mobility Rate
43% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	25
Special Education	7
Other Professionals	2

Teacher Education

Degree	% Teachers
BA/BS	56%
MA/MS	44%
Doctorate	0%

Principal's Highlights

Bowley Elementary School is dedicated to promoting home-school partnerships and providing an academically challenging environment for students.

Many volunteers are actively involved in the school. During the 96-97 school year, volunteers logged 7,954 hours of service to Bowley.

Staff members help parents learn how to help their children at home. They keep parents informed about their child's progress through frequent newsletters, phone calls, notes, and conferences.

Bowley staff uses an integrated curriculum model to correlate content in meaningful ways. Individual students' needs are addressed through enrichment and remediation. Hands-on instruction actively involves students. Two computer labs and classroom technology stations enhance the quality of the instructional program.

Bowley provides a safe and nurturing environment for students. Staff members emphasize the importance of good citizenship and recognize students appropriately.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

Scheduled Computer Assisted Instruction time increased daily from 10 to 20 minutes for grades 1-2 and from 20-25 minutes for grades 3-4. Classes worked with other classes to form "technology buddies." Keyboarding instruction continued and students' progress was assessed.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

A Science lab was planned and developed. "Hands-on" science lessons were collected and shared. A math mastery "checklist" was developed to guide instruction for each grade level and to share with parents in SY 97-98.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators

A "Broadening Leadership" course was planned and conducted to develop the staff's skills in shared decision making. Two staff development courses in technology, with one integrating math/science and technology were offered. Twenty-eight different staff members attended 54 workshops, conferences, and classes outside the school setting.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

A shared decision making process and school renewal were used to achieve reaccrediation by SACS. A technology lab with 26 computers and trained volunteers was established to assist students in lab.

Average Ratings of SIIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.6	4.30	4.08
Co-Supporters	4.2	3.95	3.65
Co-Learners	3.9	3.52	3.27
Co-Teachers	4.0	3.85	3.66
Co-Advisors	3.7	3.33	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

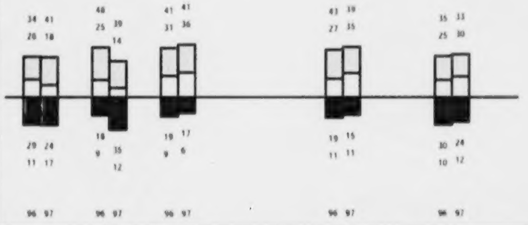
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
A variety of parent participation activities, including orientation and math/science evenings were conducted. Volunteer hours increased by 2,304 hours from SY 95-96. Home reading participation increased from 74% in 95-96 to 76% in 96-97.

Standardized Test Results

Grade 3

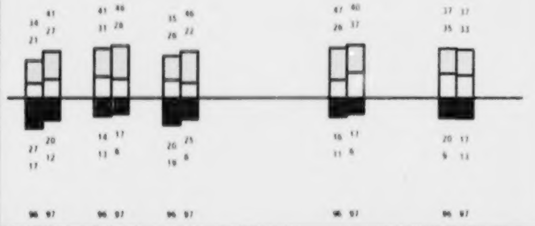
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	71	60	70	70	63
District	69	69	72	75	72
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	66	66	64	66	66

Percent of Students in Each Quarter



Grade 4

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	67	75	71	71	67
District	61	73	63	73	68
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	64	64	63	65	63



☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School					
District					
DDESS					
Nation					
# Students					

Percent of Students in Each Quarter

NOT APPLICABLE

☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	N/A	46%	41%
	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
	1997	N/A	N/A	481	511
Verbal Avg Score	1996	N/A	N/A	485	505
	1997	N/A	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Bowley E S
P.O. Box 70089
Fort Bragg, NC 28307-0089

DSN Phone:
Fax Number: (910) 436-0527
Commercial Phone:
(910) 436-4666

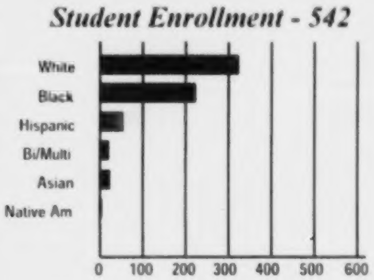
Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
4	96	107	5%	49%	43%	4%	0%
4	97	68	3%	43%	50%	4%	0%

Fort Bragg, NC

Department of Defense Education Activity
Butner Elementary School (PK-4)
1996/97 School Profile

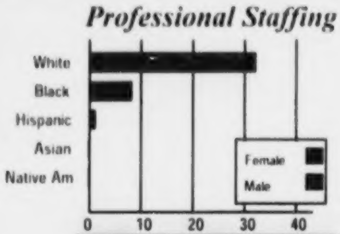
Alexa Haar, Principal

School Characteristics


Student Enrollment - 542

Grade	#
PreK	85
K	119
1	115
2	91
3	76
4	56
Total	542

Sponsor Affiliation	
Marine	0%
Army	100%
Navy	0%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%


Professional Staffing

Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	46	8%
PK-12	TAG	21	4%
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	3
1-3	2
4-6	3
7-10	8
> 10	23

Mobility Rate
41% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	35
Special Education	2
Other Professionals	2

Teacher Education

Degree	% Teachers
BA/BS	62%
MA/MS	38%
Doctorate	0%

Principal's Highlights

Butner School accomplished much this year, particularly in the area of technology. Accelerated Reader and S.T.A.R. programs were installed on new computers in each K-4 classroom. A 33-computer Writing Lab was established for student and classroom use.

In conjunction with McNair School, plans were made for the development of a Fort Bragg Nature Trail which could be used by schools and the community. The development of the trail is a community effort with both civilian and military groups involved in planning, fund raising, and construction.

A new Planning Council enabled Butner teachers to assume a greater role in decision-making and planning. One task of this group was to plan a staff development course that was tailor-made for the Butner staff.

The accrediting team from the Southern Association of Colleges and Schools visited the school in April. The team gave Butner School an excellent report!

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

A computer Writing Lab was established for use by students. Students keep individual portfolios of writings from the lab on computer disks. The Accelerated Reader Program and S.T.A.R. were initiated 1st-4th grade classrooms to motivate and monitor reading achievement. Math achievement was monitored through our CAI Lab.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

With additional emphasis to accomplish the Benchmark 4.3 goals of increasing student learning in science and math, there was greater participation in Math/Science Night, additional equipment purchased, and the joint Nature Trail venture is well underway. Fort Bragg students scored above the median national average in science and math in all areas.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Our professional development strategies this year were aimed at meeting specific staff needs and technology proficiency. Teachers were surveyed and professional development classes were designed based on survey results. Offerings were diverse, well organized, and presented by teachers within the Bragg System. All classes were well attended.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Accelerated Reader and S.T.A.R. have been implemented in grades one through four. Automation of offices and the media center is almost complete. A multimedia projector, 30 pentium computers, and establishing a Writing Lab have contributed to technological advances for SY 1996-97.

Average Ratings of SIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.3	4.30	4.08
Co-Supporters	4.2	3.95	3.65
Co-Learners	3.7	3.52	3.27
Co-Teachers	3.9	3.85	3.66
Co-Advisors	3.6	3.33	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

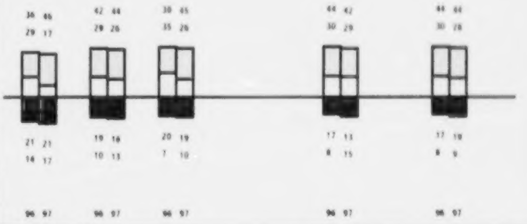
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
A strong school-home partnership exists at Butner School. We have continuing support by a military unit and several off-post businesses. Our Home Reading Program increased with 80% of the families participating. Our parents are documented as volunteering over 8,000 hours in special school activities and classrrooms this year.

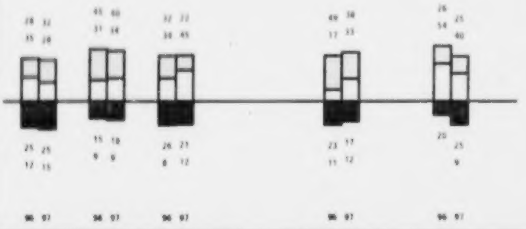
Standardized Test Results

	Grade 3					Grade 4				
	Benchmark 3.1			**Benchmark 4.3**		**Benchmark 3.1**			**Benchmark 4.3**	
1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science	Read	Lang	Soc Stdy	Math	Science
School	78	76	75	77	75	61	69	57	66	61
District	69	69	72	75	72	61	73	63	73	68
DDESS	58	62	58	60	62	58	63	60	62	58
Nation	50	50	50	50	50	50	50	50	50	50
# Students	78	78	78	78	78	68	68	67	66	67

Percent of Students in Each Quarter

☐ 76-99
☐ 51-75
■ 26-50
■ 1-25





1997
Median
Percentiles
for: **School**
District
DDESS
Nation
# Students

Benchmark 3.1 Read Lang Soc Stdy
Benchmark 4.3 Math Science

Percent of Students in Each Quarter

☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

NOT APPLICABLE

SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	N/A	46%	41%
	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
	1997	N/A	N/A	481	511
Verbal Avg Score	1996	N/A	N/A	485	505
	1997	N/A	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated The 1996 SAT scores were "recentered" by the College Board

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score Quarter(s) are the four percentile ranges 1-25th, 26-50th, 51-75th, and 76-99th

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Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
4	96	64	3%	56%	39%	2%	0%
4	97	74	3%	50%	46%	1%	0%

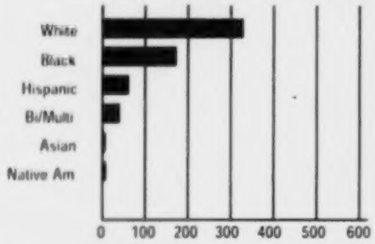
Fort Bragg, NC

Department of Defense Education Activity
Devers Elementary School (PK-4)
1996/97 School Profile

Emily Marsh, Principal

School Characteristics

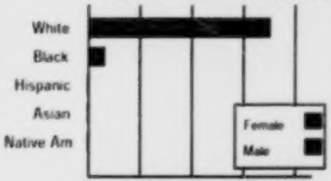
Student Enrollment - 614



Grade	#
PreK	65
K	117
1	106
2	125
3	109
4	92
Total	614

Sponsor Affiliation	
Marine	0%
Army	100%
Navy	0%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	45	7%
PK-12	TAG	15	2%
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	5
1-3	3
4-6	5
7-10	5
> 10	18

Mobility Rate
41% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	28
Special Education	5
Other Professionals	3

Teacher Education

Degree	% Teachers
BA/BS	64%
MA/MS	36%
Doctorate	0%

Principal's Highlights

Devers Elementary opened on 19 August 1996. An action oriented PTA and a supportive military partner unit joined staff members in various opening year activities. Soldiers and parents supported all areas of the curriculum through classroom volunteer hours, school committee memberships, and work on special projects such as the installation of four outdoor playground areas. Community activities, such as Family Math/Science Night and ARTMART strengthened our Home/School Partnership.

During the year, 39 hours of staff development were provided. A major focus was integrating technology into the instructional program. The use of classroom computer software and access to the Internet, through the installation of a Wide Area Network (WAN), enabled students to develop technology and academic competencies.

Devers, as a test bed site for the Presidential Technology Initiative, will have the opportunity to discover and implement additional learning strategies that embrace the potential of technology.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

Teachers and staff provided instructional and practical application for pre-K through 4th grade students in the area of keyboarding. We integrated technology into the curriculum at each grade level for language arts, math, science, and social studies. All students maintained an electronic portfolio.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

The strategies for this benchmark provided real life experiences for both faculty and students. Math/Science Night, the Science Club, and the Science Expo provided opportunities to apply skills. Teacher training focused on integrating technology with the math/science curriculum.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators

A comprehensive professional development plan provided inservice opportunities for staff in the areas of math, science, language arts and technology in support of the instructional program. The staff participated in district and regional conferences. Study groups were used as a means to share information.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Administration, media center, and cafeteria areas are automated and a 30 station computer lab is in place to serve 2nd through 4th graders. Age appropriate hardware and software for pre-K classes was provided. A router and direct internet access allow added opportunities. Use of electronic technology has been established.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.6	4.30	4.08
Co-Supporters	4.3	3.95	3.65
Co-Learners	3.2	3.52	3.27
Co-Teachers	4.0	3.85	3.66
Co-Advisors	3.6	3.33	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

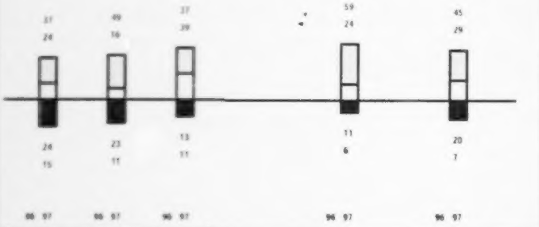
A comprehensive plan for two-way communication among the staff, parents, and extended military community was designed and implemented. New Comers Coffees, calendars, newsletters, and the military partnership resulted in open communication and active participation and support in all areas of the curriculum.

Standardized Test Results

Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	66	75	67	80	73
District	69	69	72	75	72
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	87	87	87	87	87

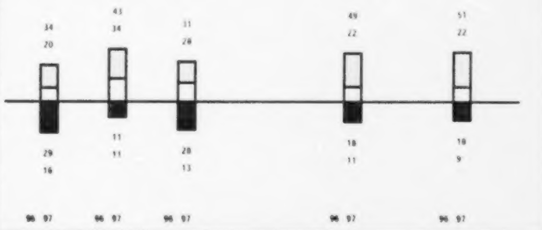
Percent of Students in Each Quarter



Grade 4

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	54	73	60	75	77
District	61	73	63	73	68
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	79	79	78	79	78

Percent of Students in Each Quarter



- ☐ 76-99
- ☐ 51-75
- ■ 26-50
- ■ 1-25

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School					
District					
DDESS					
Nation					
# Students					

Percent of Students in Each Quarter

NOT APPLICABLE

- ☐ 76-99
- ☐ 51-75
- ■ 26-50
- ■ 1-25

SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	N/A	46%	41%
	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
	1997	N/A	N/A	481	511
Verbal Avg Score	1996	N/A	N/A	485	505
	1997	N/A	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**	
4	97	90	1%	25%	70%	5%	0%	

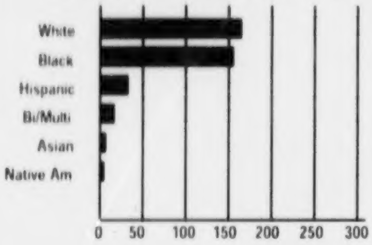
Fort Bragg, NC

Department of Defense Education Activity
Holbrook Elementary School (PK-4)
1996/97 School Profile

Linda Smith, Principal

School Characteristics

Student Enrollment - 347



Grade	#
PreK	54
K	64
1	62
2	56
3	47
4	64
Total	347

Sponsor Affiliation	
Marine	0%
Army	100%
Navy	0%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Teacher Experience

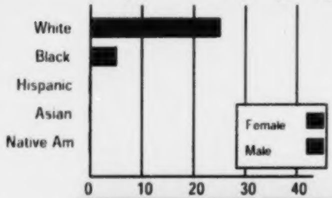
Years	Teachers
New	0
1-3	2
4-6	3
7-10	6
> 10	18

Mobility Rate
48% Per Year

Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	37	11%
PK-12	TAG	11	3%
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	23
Special Education	4
Other Professionals	2

Teacher Education

Degree	% Teachers
BA/BS	52%
MA/MS	48%
Doctorate	0%

Principal's Highlights

In 1996-97, Holbrook Elementary School accepted the challenge to increase student learning, to strengthen home/school partnership, to expand staff development opportunities, to extend math/science activities and to enhance technology skills for staff and students.

The evidence of successes is recorded in student participation in the Young Astronauts Club, students effectively using the scientific method in their science projects, the school receiving the Blue Key Award from the state PTA for 42% increase in parent volunteer hours and 76% increase in membership. Staff development participation strengthened teaching skills in technology and hands-on math and science activities in the classroom.

Parents actively participated in school forums, parent education classes to share strategies on helping children be sucessful and responding to a home/school survey.

Each day the staff at Holbrook infuse many challenges to help students be successful and ally parents as valued stakeholders in the school program.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Students in grades one through four have stored work samples on disks. The disks are included in the writing portfolios and are sent to the next teacher. A keyboarding pretest was administered to all third and fourth graders. Practice time was scheduled in the CAI Lab. A post test was given to measure growth.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Third and fourth grade students were surveyed in the fall and spring to determine attitudes and interests. A Young Astronauts Club was started, and a science fair was held. New calculators were obtained for all students. Staff studied the feasibility of operating a math and science center. An inventory of current equipment was made and new equipment ordered.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Holbrook's staff took advantage of an increase in staff development offerings at the school site to improve knowledge and skills in the use of reading styles, holistic scoring, and inclusion techniques. Survey results were used to determine the technological proficiency of staff members and also to plan future staff development needs.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

The technology committee focused on determining needs, developing a plan and requesting funding for the establishment of a new math technology center at Holbrook School. On-going training was provided to familiarize the staff and students with new software.

Average Ratings of SIIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.6	4.30	4.08
Co-Supporters	4.0	3.95	3.65
Co-Learners	3.9	3.52	3.27
Co-Teachers	3.9	3.85	3.66
Co-Advisors	3.3	3.33	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

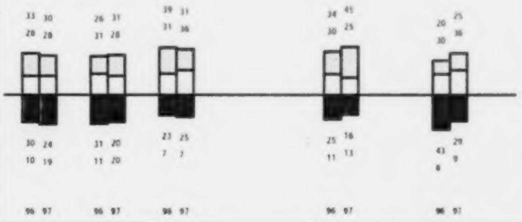
Holbrook employs a multifaceted communication approach with parents, to include: daily/weekly classroom communication, conferences, monthly principal newsletters, principal forums, parent education classes, PTA meetings, parent/student learning activities, and a military partnership. The results of our home survey indicates a 93% satisfaction.

Standardized Test Results

Grade 3

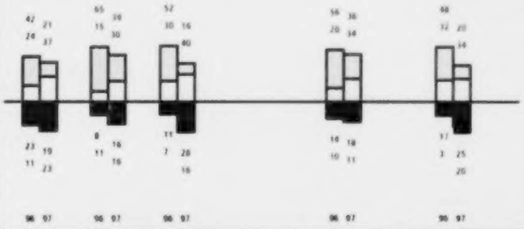
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	56	61	65	74	57
District	69	69	72	75	72
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	54	54	55	55	55

Percent of Students in Each Quarter



Grade 4

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	57	63	54	69	54
District	61	73	63	73	68
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	43	44	43	44	44



☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School					
District					
DDESS					
Nation					
# Students					

Percent of Students in Each Quarter

NOT APPLICABLE

☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	N/A	46%	41%
	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
	1997	N/A	N/A	481	511
Verbal Avg Score	1996	N/A	N/A	485	505
	1997	N/A	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Writing Assessment							
				Percent at Each Performance Level			
Grade	**Yr**	**Number Tested**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
4	96	80	8%	46%	42%	5%	0%
4	97	50	6%	38%	56%	0%	0%

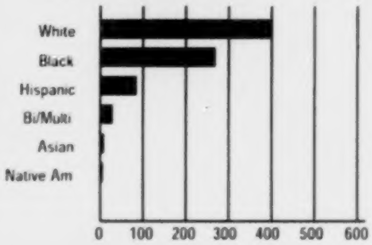
Fort Bragg, NC

Department of Defense Education Activity
Irwin Middle School (5-6)
1996/97 School Profile

Michael Thornburg, Principal

School Characteristics

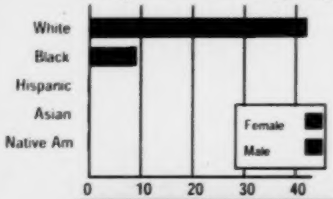
Student Enrollment - 743



Grade	#
5	384
6	359
Total	743

Sponsor Affiliation	
Marine	0%
Army	90%
Navy	0%
Air Force	10%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	63	8%
PK-12	TAG	130	17%
PK-12	ESL	6	1%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	7
4-6	2
7-10	8
> 10	31

Mobility Rate
26% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	39
Special Education	7
Other Professionals	3

Teacher Education

Degree	% Teachers
BA/BS	58%
MA/MS	42%
Doctorate	0%

Principal's Highlights

Irwin Middle School is committed to the development of all students to their greatest potential. To that end, a comprehensive curriculum that meets the academic, physical, social, and emotional needs of the students' remains as the school's focus. During the 1996-1997 academic year, Irwin Middle School has established a writing laboratory for the students as well as science laboratory staffed by a certified teacher. In addition to the writing experiences and hands-on activities provided by these two additional laboratories, students also have benefited from enhanced technology in the classrooms and an extensive afterschool activities program. The afterschool program also includes a learning center staffed by certified teachers. Irwin Middle School has enjoyed the support of three military partnerships and an exceptional volunteer program and an active P.T.A. Parent involvement extends to participation in the shared decision-making processes as indicated by parent representation on various school committees.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

The Accelerated Reader Program is being used throughout the school. All students have had instruction in word processing. Staff Development is ongoing in all areas of technology. A new Writing Laboratory was established during the 1996-1997 academic year. Some students had training in HyperStudio and addl' students have been selected to attend Computer Camp.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

Pre/post test data in teacher survey was reviewed and new software was purchased to supplement the math curriculum. 257 science laboratory sessions were taught since the staffing of the lab in January 1997. Fifth grade students ranked 1st and 6th grade students ranked 3rd in the NC Science Olympiad competition. Math was integrated across the curriculum.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators

A staff needs assessment survey was administered and staff development occurred in the areas identified including medical awareness, curriculum and technology. A mentoring handbook for new teachers has been developed and the School Improvement Process (SIP) has been fully implemented.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Students have had the opportunity to become proficient in keyboarding and word processing and have used technology in curricula areas. An electronic inventory system is being implemented. 86 class sessions occurred in the new writing laboratory. The Accelerated Reader Program has been implemented. Automation of the Media Center is in the planning stage.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.2	4.30	4.08
Co-Supporters	4.1	3.95	3.65
Co-Learners	3.6	3.52	3.27
Co-Teachers	4.0	3.85	3.66
Co-Advisors	3.7	3.33	3.36

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Records of parent and community involvement and three military partnerships indicate active school/community participation. Volunteer hours total 3,595. The DoDEA School-Home Partnership Self-Study Evaluation was completed.

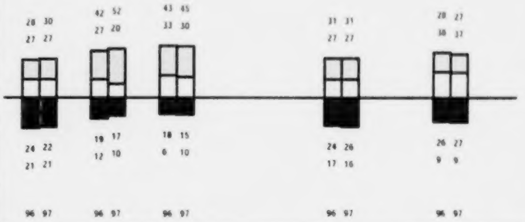
Standardized Test Results

Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	56	77	73	59	61
District	56	77	73	59	61
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	346	347	337	345	332

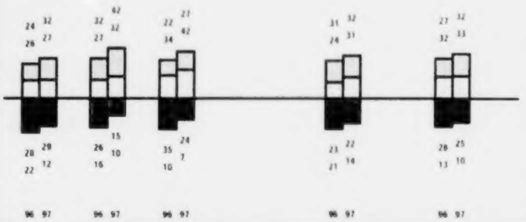
Percent of Students in Each Quarter

☐ 76-99
☐ 51-75
■ 26-50
■ 1-25



Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	60	69	60	64	62
District	60	69	60	64	62
DDESS	56	60	58	60	60
Nation	50	50	50	50	50
# Students	317	317	309	317	307



1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School					
District					
DDESS					
Nation					
# Students					

Percent of Students in Each Quarter

☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

NOT APPLICABLE

SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	N/A	46%	41%
	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
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	1997	N/A	N/A	495	505

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SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Writing Assessment							
			Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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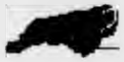
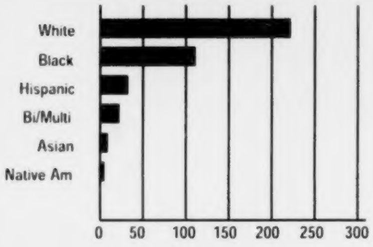
Commercial Phone:
(910) 436-5252


Fort Bragg, NC

Department of Defense Education Activity
McNair Elementary School (PK-4)
1996/97 School Profile
Jeanette Bost, Principal

School Characteristics

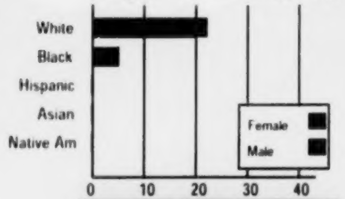
Student Enrollment - 421



Grade	#
PreK	66
K	72
1	75
2	66
3	73
4	69
Total	421

Sponsor Affiliation	
Marine	0%
Army	99%
Navy	0%
Air Force	1%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	32	8%
PK-12	TAG	9	2%
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	0
7-10	4
> 10	20

Mobility Rate
30% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	20
Special Education	4
Other Professionals	2

Teacher Education

Degree	% Teachers
BA/BS	60%
MA/MS	40%
Doctorate	0%

Principal's Highlights

McNair Elementary School continually strives to become more technologically equipped and proficient. This school year, each classroom has received an additional multimedia computer and a color printer. We have a school web page on the Internet and we have initiated a keyboarding program for students. Each classroom has a minimum of four or more computers. Additionally, our CAI lab serves approximately 400 students per day, providing reinforcement in language arts and math.

The McNair staff creates an educational environment that is based on hands-on experiences, discovery, and integrated learning. We offer a variety of after school enrichment activities for students, including a science club, the Young Astronauts club, and drama club.

Our parent volunteer program provides parents with active involvement in all school activities. During the 1996-97 school year, parents logged more than 6,000 hours of volunteer time. Our parents are valued "partners in education".

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

All fourth grade students participated in a keyboarding program during the 1996-97 school year. A student created computer art program was implemented. Several classes utilized the internet for learning projects. Students at third and fourth grades presented multimedia projects using computers, laser disks, projection system, etc.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

We involved parents, students and staff in Family Math/Science Night at FSU and at McNair and in Everyboday's Day. Three carts were equipped with supplies for teaching weather, energy and life science at all grade levels. We developed plans for a .7 mile long Nature Trail with 10 teaching stations. It will be located in a wooded area behind the school.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

One 24-hour technology workshop was offered covering PAWS, Microsoft Word, Excel, and the computer projection system. Staff training included "The Effective Teacher" using Harry Wong videos. Staff also participated in system wide technology training as well as workshops and classes outside the system.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Fourteen new multimedia computers were placed in classrooms. Color printers were purchased for each room. One flat bed scanner was placed in the media center. Internet access was installed. A multimedia communication system (Tech-net) was installed in the school.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.3	4.30	4.08
Co-Supporters	3.9	3.95	3.65
Co-Learners	3.5	3.52	3.27
Co-Teachers	3.9	3.85	3.66
Co-Advisors	3.2	3.33	3.36
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Parents participated in over 6,000 volunteer hours for this school year. The PTA published a monthly newsletter to increase parent awareness of school activities. The average home reading program participation was 73% for the school year.

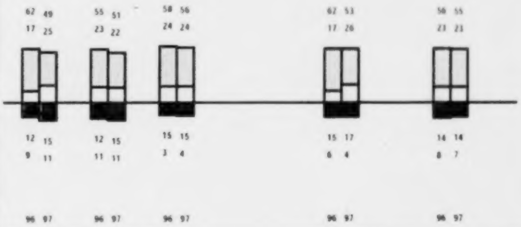
Standardized Test Results

Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	75	76	78	79	81
District	69	69	72	75	72
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	72	72	71	72	69

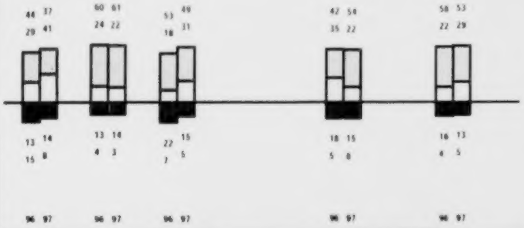
Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



Grade 4

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	68	83	74	84	77
District	61	73	63	73	68
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	59	59	55	59	55



1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School					
District					
DDESS					
Nation					
# Students					

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25

NOT APPLICABLE

SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	N/A	46%	41%
	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
	1997	N/A	N/A	481	511
Verbal Avg Score	1996	N/A	N/A	485	505
	1997	N/A	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

McNair E S
P.O. Box 70089
Fort Bragg, NC 28307-0089

DSN Phone:
Fax Number: (910) 436-1523
Commercial Phone:
(910) 436-4191

Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
4	96	61	8%	51%	34%	7%	0%
4	97	60	5%	28%	52%	15%	0%

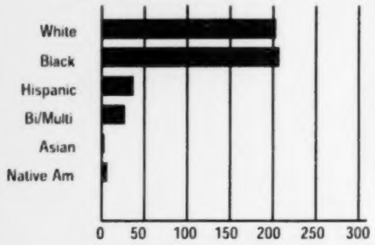
Fort Bragg, NC

Department of Defense Education Activity
Murray Elementary School (PK-4)
1996/97 School Profile

Robert Richardson, Principal

School Characteristics

Student Enrollment - 418



Grade	#
PreK	68
K	97
1	79
2	68
3	57
4	49
Total	418

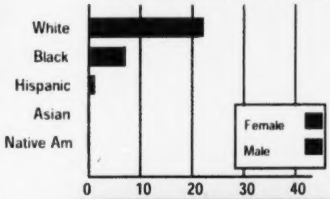
Sponsor Affiliation	
Marine	0%
Army	100%
Navy	0%
Air Force	<.5%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Teacher Experience

Years	Teachers
New	1
1-3	2
4-6	6
7-10	5
> 10	15

Mobility Rate
44% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	24
Special Education	3
Other Professionals	2

Teacher Education

Degree	% Teachers
BA/BS	54%
MA/MS	46%
Doctorate	0%

Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	27	6%
PK-12	TAG	18	4%
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Principal's Highlights

Murray Elementary places primary emphasis upon maintaining student safety, implementing highly effective instructional programs, which promote life-long learning and fully involving the Ft Bragg community in our neighborhood school. The student safety patrol, sidewalk extension project and Teknet emergency communication system were significant safety initiatives.

Instructional advances included a computerized writing lab, math-science resource room, purchase of the Accelerated Reader and STAR programs, and school-wide utilization of AIMS. Numerous staff members have completed technology in-service courses leading to Levels I-IV and teacher trainer certifications.

Parent volunteers provided numerous hours of quality service. Our military partner unit staffed P.E. activities, led our beautification efforts and SACS reaccreditation and planned construction for a covered walkway to the writing lab. Community businesses became "Reading Partners", funding purchases of supplemental classroom reading books.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Numerous staff development courses were completed, including Educator Technology skills Training - Levels I-IV, World Wide Web Training and Hyper-Studio and Electronic Portfolio Training. Peer tutoring enhanced exceptional childrens' computer proficiency. Computers were added to each regular classroom. A new Writing Lab (24 computers) is fully functioning.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Third and Fourth grade CAT5 scores remained significantly above the national average. A math and science lab is fully functioning. AIMS activities are used school-wide. Experiments, STAMM, Touch-math and computer software enhance multi-modal learning. After school clubs - math, science and Young Astronauts increase students' curiosity and skills.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Teachers (K-4) received AIMS training and provided staff development to all professional staff and aides. Staff will receive Phase II AIMS training this summer. Strategically planned technology staff development has been implemented. Authorized educational technology positions will improve staff development, related to instructional integration and maintenance.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Computer hardware and software was secured in the development of a Writing Lab. Staff received thorough inservice regarding use of the Teknet communication system. School-based software systems were implemented to accomplish supply requisitions/receipts and PERSACTION activities. The media coordinator is finalizing the purchase of new circulation software.

Average Ratings of SIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.4**	**4.30**	**4.08**
Co-Supporters	**4.5**	**3.95**	**3.65**
Co-Learners	**3.9**	**3.52**	**3.27**
Co-Teachers	**4.2**	**3.85**	**3.66**
Co-Advisors	**3.2**	**3.33**	**3.36**

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

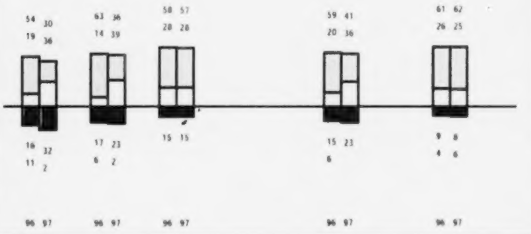
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Murray School surpassed 14,000 hours of parent volunteer service. Parents serve on SIT, providing valuable input into all school operations. Our military partner unit staffed special projects, let beautification efforts for SACS reaccreditation and will construct a covered walkway during the summer of '97. Five Home Reading Partnerships were established.

Standardized Test Results

Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	 Lang	 Soc Stdy	Benchmark 4.3 Math	 Science
School	66	68	77	70	82
District	69	69	72	75	72
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	56	56	54	56	53

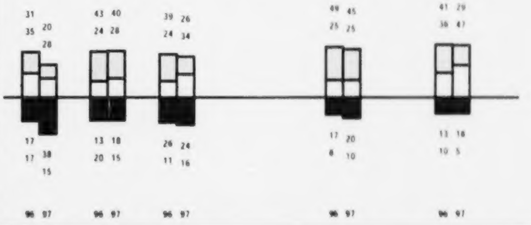
Percent of Students in Each Quarter



☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

Grade 4

1997 Median Percentiles for:	Benchmark 3.1 Read	 Lang	 Soc Stdy	Benchmark 4.3 Math	 Science
School	49	71	55	73	64
District	61	73	63	73	68
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	40	40	38	40	38



1997 Median Percentiles for:	Benchmark 3.1 Read	 Lang	 Soc Stdy	Benchmark 4.3 Math	 Science
School					
District					
DDESS					
Nation					
# Students					

Percent of Students in Each Quarter

NOT APPLICABLE

☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	N/A	46%	41%
	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
	1997	N/A	N/A	481	511
Verbal Avg Score	1996	N/A	N/A	485	505
	1997	N/A	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Murray E S
P.O. Box 70089
Fort Bragg, NC 28307-0089

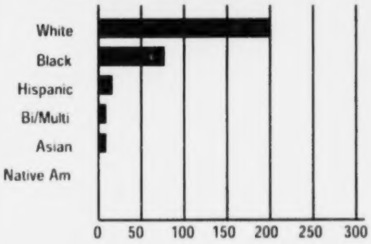
DSN Phone:
Fax Number: (910) 436-1906
Commercial Phone:
(910) 436-5353

Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
4	96	75	3%	49%	45%	4%	0%
4	97	54	4%	30%	59%	8%	0%

Fort Bragg, NC

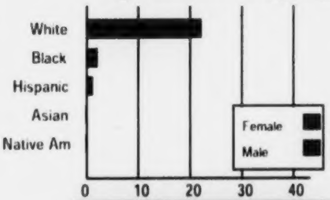
Department of Defense Education Activity
Pope Elementary School (PK-4)
1996/97 School Profile
Janey R. Idell, Principal

School Characteristics


Student Enrollment - 269

Grade	#
PreK	30
K	59
1	44
2	46
3	47
4	43
Total	269

Sponsor Affiliation	
Marine	0%
Army	3%
Navy	0%
Air Force	97%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%


Professional Staffing

Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	16	6%
PK-12	TAG	16	6%
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	7
4-6	3
7-10	2
> 10	10

Mobility Rate
24% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	17
Special Education	3
Other Professionals	2

Teacher Education

Degree	% Teachers
BA/BS	64%
MA/MS	36%
Doctorate	0%

Principal's Highlights

Pope AFB School is located on Pope Air Force Base in North Carolina. Our doors opened in 1965 for the purpose of serving the Air Force Dependent Residents on base. We are organized in grade levels from PreK-4th grades. Our strategies to support the Math and Science Achievement benchmark concentrated on integrating math and science into all curriculum areas; establishing a young Astronaut's program; utilizing standardized math and science test scores to assist in planning instructions; and promoting awareness and education to ensure better protection for manatees.

In the spring our school sponsored a Math/Science KIDvention for 3rd and 4th grade students. The sessions allowed students to learn about how math and science objectives are translated into relevancy of everyday living. We awarded a scholarship to one of our 4th grade students to attend the NASA Space Camp in Huntsville, AL. Our commitment is to the total child, challenging each to gain knowledge and skills to become a productive member of society.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

Increased incorporation of multimedia resources and utilization of student electronic portfolios have been our emphasis. We have purchased and incorporated additional hardware and software. Electronic portfolios have been created and maintained for grades 2-4.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

To increase student proficiency in math and science we purchased AIMS materials, children literature and thematic units for teachers to integrate into all curriculum areas. We conducted a Family Math-Science Night, and held a Math/Science KIDvention for third and fourth grade students. The Young Astronauts club sponsored a student to attend the NASA Space Camp.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators

Our staff has been provided a series of technology training sessions including Student Writing Center, Windows 3.1, Gradebook Plus, Internet, and CD-Rom use. Sessions were designed based on need exhibited by a staff technology survey.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

The acquisition, training, and incorporation of software appropriate for both instructional management and curriculum needs, has been completed. Software needs were assessed by staff and purchased. Gradebook Plus was chosen by staff. Training and dispersal of the program has been completed.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.3	4.30	4.08
Co-Supporters	3.8	3.95	3.65
Co-Learners	3.3	3.52	3.27
Co-Teachers	3.7	3.85	3.66
Co-Advisors	3.2	3.33	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

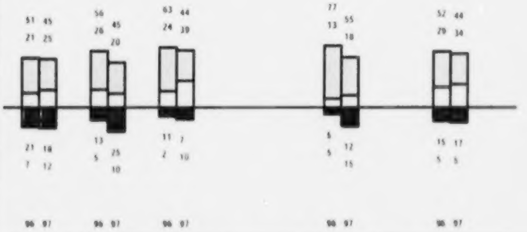
Our home/school partnership has been very active this year with 180 volunteers working to assist teachers in a variety of ways. Home/school newsletters were published. Several family focused activities such as: Family Reading, Math Scavenger Hunt, and Family Writing were held.

Standardized Test Results

Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	72	71	73	78	70
District	69	69	72	75	72
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	40	40	41	40	41

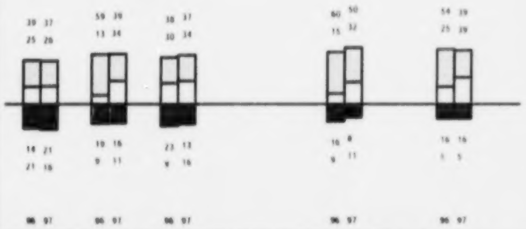
Percent of Students in Each Quarter



Grade 4

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	67	74	68	79	72
District	61	73	63	73	68
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	38	38	38	38	38

Percent of Students in Each Quarter



☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

1997 Median Percentiles for: **School** **District** **DDESS** **Nation** **# Students**

Benchmark 3.1 Read Lang Soc Stdy **Benchmark 4.3** Math Science

Percent of Students in Each Quarter

NOT APPLICABLE

☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	N/A	46%	41%
	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
	1997	N/A	N/A	481	511
Verbal Avg Score	1996	N/A	N/A	485	505
	1997	N/A	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Fort Bragg, NC 28307-0089

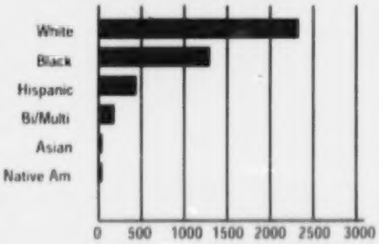
DSN Phone:
Fax Number: (910) 436-2031
Commercial Phone:
(910) 497-6136

Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
4	96	61	7%	47%	41%	5%	0%
4	97	39	0%	46%	51%	3%	0%

Department of Defense Education Activity
Fort Campbell Dependents Schools (PK-12)
1996/97 District Profile
Ray C. McMullen, Superintendent

District Characteristics

Student Enrollment - 4,538



Special Programs			
Grade Offered	Program		
PK-12	Special Education	431	9%
PK-12	TAG	98	2%
PK-12	ESL	44	1%
Students Taking AP Courses		135	54%

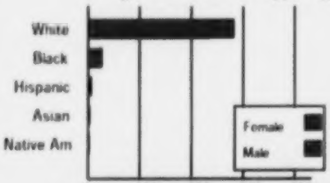
Grade	#
PreK	447
K	560
1	488
2	425
3	422
4	373
5	365
6	303
7	291
8	239
9	209
10	174
11	130
12	112
Total	4538

Sponsor Affiliation	
Marine	0%
Army	100%
Navy	<.5%
Air Force	<.5%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Teacher Experience	
Years	Teachers
New	6
1-3	30
4-6	42
7-10	56
> 10	190

Mobility Rate
47% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	14
Classroom Teachers	183
Special Education	31
Other Professionals	95.5

Teacher Education	
Degree	% Teachers
BA/BS	21%
MA/MS	77%
Doctorate	2%

Superintendent's Highlights

Ft. Campbell Schools continue to maintain a rich heritage of a true learning community with strong instructional strategies, a creative staff, and an emphasis on providing a supportive and challenging atmosphere. Five schools have received Awards of Excellence. All schools are accredited by the Southern Association of Colleges and Schools. Of Kentucky's five merit Media Centers, two belong to Ft. Campbell Schools. Teachers regularly present their innovative programs at national conferences and workshops.

This year new curriculum programs were developed in Language Arts, High School Business, 6-12 Practical Living, and Foreign Language. FCS developed a new Reading Skills Matrix, initiated a PreK-5th grade Skills List, expanded our technology program, and instituted full day Kindergarten as well as a new testing program. We are pleased to report substantial achievement gains this spring verified by the Terra Nova (CTBS). In addition, five of our schools were awarded acceptance into the President's Technology Initiative.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

The district has led DODEA in investigating and designing a new student Electronic Portfolio which has been successfully piloted this year and presented at the national ASCD conference in Baltimore. FCS has also expanded the 21st Century Program. Currently, over 100 teachers are successfully learning to use technology and infuse it into the curriculum.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The district has worked on several simultaneous initiatives. Monthly Science Curriculum Committee and Math Curriculum Committee meetings were held to review K-12 instruction, standards, and goals. Elementary skill list guidelines were developed by staff. A new assessment program, CTBS, was implemented this year to correspond with a revised Kentucky KIRIS program.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The district has provided over 150 staff development workshops for faculty and staff during August, April, and other periodic in-services. This year a New Teacher Orientation program has focused on providing continuous training in TESA, Cooperative Learning, IMPACT, Learning Styles, and teaching higher level thinking skills.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

The district has established Local Area Networks in all buildings. A Wide Area Network is scheduled for installation over the summer. This will allow all teachers to have access to the Internet in their classrooms beginning in Fall 1997.

Average Ratings of SIIP Progress		
Tier	District	DDESS
Co-Communicators	4.31	4.08
Co-Supporters	3.93	3.65
Co-Learners	3.75	3.27
Co-Teachers	4.04	3.66
Co-Advisors	4.03	3.36

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

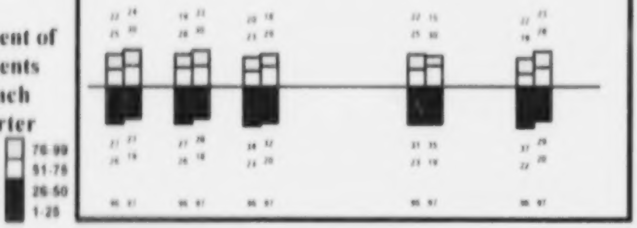
The district produces a monthly "Portfolio" TV show and "Campbell Connections" newspaper, and various brochures to highlight school programs, activities, and events. This year students developed their own TV show "Kid Connections" for their parents. In additional to conferences, parent volunteer programs, PTO meetings, Homework Hotlines are now used in 4 schools.

Standardized Test Results

Grade 3

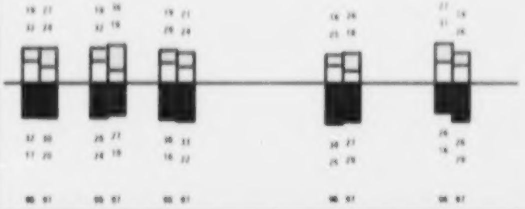
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
District	53	54	48	48	51
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	378	378	382	382	382

Percent of Students in Each Quarter



Grade 7

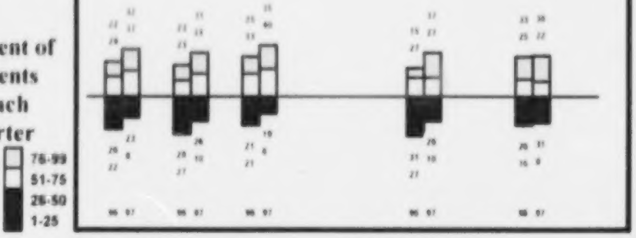
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
District	52	59	47	45	45
DDESS	56	62	58	56	56
Nation	50	50	50	50	50
# Students	259	259	259	259	259



Grade 10

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
District	65	65	67	65	64
DDESS	56	60	60	58	60
Nation	50	50	50	50	50
# Students	142	142	144	142	143

Percent of Students in Each Quarter



ACT Results		District	DDESS	Nation
% Participating	1996	64%	36%	37%
	1997	65%	35%	37%
Math Avg Score	1996	19.8	19.1	20.2
	1997	18.9	18.7	20.6
English Avg Score	1996	20.5	20.2	20.3
	1997	19.8	19.6	20.3

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Ft. Campbell Dependents Schools
77 Texas Avenue
Ft. Campbell, KY 42223-5127

DSN Phone:
Fax Number: (502) 439-3179
Commercial Phone:
(502) 439-1927

Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
4	96	380	1%	2%	24%	73%	0%
4	97	169	0%	1%	21%	77%	0%
7	97	222	0%	4%	22%	74%	0%
8	96	228	1%	4%	31%	65%	0%
12	96	129	0%	12%	57%	31%	0%
12	97	106	3%	26%	52%	19%	0%

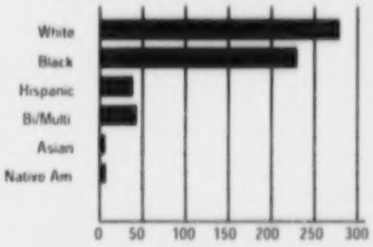
Fort Campbell, KY

Department of Defense Education Activity
Barkley Elementary School (PK-5)
1996/97 School Profile

Wilmoth Wallace, Principal

School Characteristics

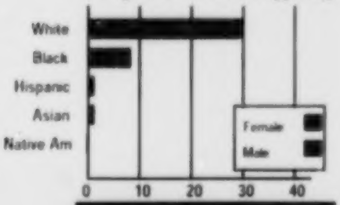
Student Enrollment - 660



Grade	#
PreK	102
K	128
1	117
2	76
3	80
4	76
5	81
Total	660

Sponsor Affiliation	
Marine	0%
Army	100%
Navy	0%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs			
Grade Offered	Program		
PK-12	Special Education	72	11%
PK-12	TAG	3	0%
PK-12	ESL	11	2%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	10
4-6	4
7-10	10
> 10	16

Mobility Rate
73% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	25
Special Education	5
Other Professionals	8

Teacher Education	
Degree	% Teachers
BA/BS	21%
MA/MS	79%
Doctorate	0%

Principal's Highlights

The mission of Barkley Elementary School is "Each student will learn the skills, behaviors, and attitudes necessary to become responsible and productive citizens".

The number of 21st Century Technological Classrooms has increased therefore introducing more students to computer skills. Students were taught word processing in the computer lab and used this skill to produce pieces for their writing portfolios. Several teachers attended technology workshops and shared their insights with faculty members through in-service.

BES enjoys a strong home-school partnership that facilitates an excellent volunteer program. Over 70 volunteers provided 1200 hours of service and were honored with a Volunteer Tea and presented certificates of appreciation. Parent orientation for Prek-1st grade was conducted in the fall. The guidance office made a parent library accessible to all families. A parent survey was distributed in the spring and results will be used in planning our 1997-98 volunteer program.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

Students continue to be taught Word Processing to enhance their classroom writing. The expansion of 21st Century classrooms has introduced more students to technology. Students were introduced to E-Mail and used it to communicate with each other.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

The school's commitment to increase math and science achievement continues to be a priority. More emphasis is being placed on intense classroom instruction and developing baseline data for monitoring progress. A new system-wide science curriculum is being developed.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators

All teachers were involved in professional development during the August 1996 in-service including intense training in technology. Several teachers attended various workshops and national conferences reporting on the workshops through faculty in-service.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

The number of teachers receiving technology training increased as more 21st Century classrooms were established. Computer programs for updating personnel status were implemented. E-mail connects all classrooms and offices facilitating communications.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.3**	**4.31**	**4.08**
Co-Supporters	**3.8**	**3.93**	**3.65**
Co-Learners	**3.9**	**3.75**	**3.27**
Co-Teachers	**4.4**	**4.04**	**3.66**
Co-Advisors	**4.3**	**4.03**	**3.36**

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

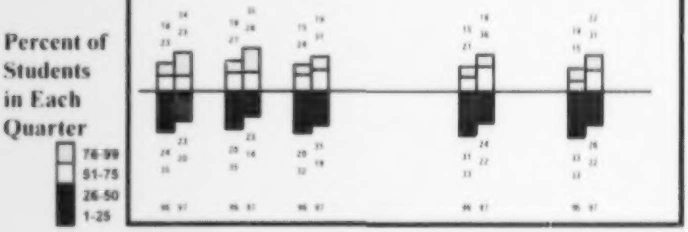
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

The Barkley PTO was actively involved in various school-related activities such as Book Fair and T-shirts sales. The volunteer program utilized the expertise of over 70 parents in a multitude of ways. Home-school communication was kept open throughout the year with memos, newsletters, conferences, etc..

Standardized Test Results

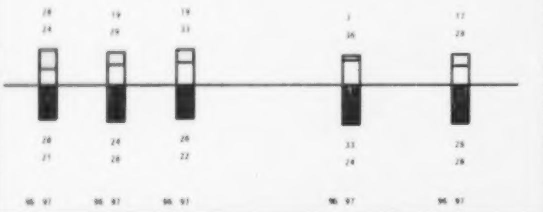
Grade 3

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	60	68	51	54	52
District	53	54	48	48	51
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	74	74	74	74	74



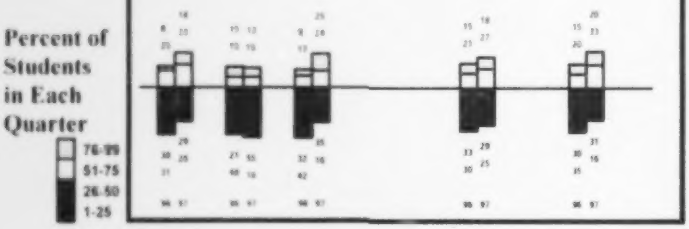
Grade 4

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	52	49	54	42	47
District	58	59	56	51	54
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	58	58	58	58	58



Grade 5

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	51	41	49	46	54
District	59	49	57	58	58
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	55	55	55	55	55



ACT Results					
		School	District	DDESS	Nation
% Participating	1996	N/A	64%	36%	37%
	1997	N/A	65%	35%	37%
Math Avg Score	1996	N/A	19.8	19.1	20.2
	1997	N/A	18.9	18.7	20.6
English Avg Score	1996	N/A	20.5	20.2	20.3
	1997	N/A	19.8	19.6	20.3

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Barkley E S
4720 Polk Rd.
Fort Campbell, KY 42223-1900

DSN Phone:
Fax Number: (502) 439-1901
Commercial Phone:
(502) 439-1951

Writing Assessment							
			Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
4	96	61	0%	0%	5%	95%	0%
4	97	65	0%	0%	6%	94%	0%

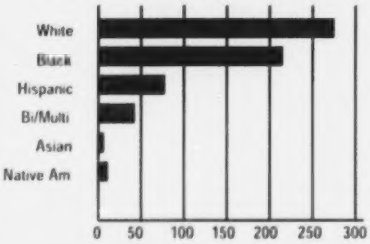
Fort Campbell, KY

Department of Defense Education Activity
Fort Campbell High School (9-12)
1996/97 School Profile

J. Gary Stewart, Principal

School Characteristics

Student Enrollment - 625



Grade	#
9	209
10	174
11	130
12	112
Total	625

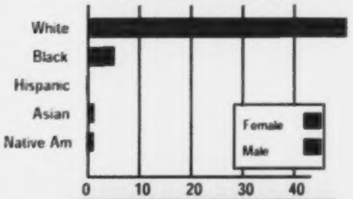
Sponsor Affiliation	
Marine	0%
Army	99%
Navy	0%
Air Force	1%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	41	7%
PK-12	TAG	25	4%
PK-12	ESL	3	0%
AP Courses Offered		15	
Students Taking AP Courses		135	56%

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	8
7-10	6
> 10	46

Mobility Rate
28% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	29
Special Education	5
Other Professionals	25

Teacher Education	
Degree	% Teachers
BA/BS	15%
MA/MS	83%
Doctorate	2%

Principal's Highlights

Fort Campbell High School, a National School of Excellence, has a long and proud tradition of excellence in academics and student support programs to include athletics. The school has enjoyed a close relationship with the community and its organizations for more than 35 years because of the close bond between school, home and the community as a whole. This was evident from the data collected on our end-of-the-year School-Home Partnership Assessments. Overall, parents, teachers, students, and community members expressed pleasure with most aspects of our initiatives.

FCHS made tremendous strides during the 1995-96 and the 1996-97 school years in several areas of the Strategic Plan but especially in the area of technology. Not only have we added technology requirements to the graduation requirements, but have added over fifteen (15) new 21st Century Classrooms to help make this possible. We also spent over 50% of our school budget this year for hardware and software for teachers and students. A Fine Arts requirement was also added.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

All students are currently required to keep a writing and math portfolio which will be maintained electronically beginning with the 97-98 school year. Fifteen classrooms have been equipped with the technology for the 21st Century Program. Almost 50% of the school budget was expended for technology to support this benchmark.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

All math and science classes have been studied and aligned with the NCTM and NSTA standards for the 21st century. Both departments will begin scheduled meetings at the beginning of the 97-98 school year to examine and analyze student data in their respective disciplines and develop a plan to improve the achievement of all students.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

A systematic, on-going needs assessment and staff development program has been implemented at the school. All school personnel will maintain a working portfolio of staff development training in the various areas associated with the strategic plan and with job related needs. The portfolios will be used to determine strengths and areas for future growth.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

By the beginning of the 97-98 school year, every teacher will have access to a computer and will have at least one computer assigned to them. Additionally, a significant percentage of the 96-97 school budget was targeted for technology and the same is planned for the 97-98 school budget expenditures. This is in addition to the 21st Century Classrooms for 96-97.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.3**	**4.31**	**4.08**
Co-Supporters	**4.1**	**3.93**	**3.65**
Co-Learners	**4.2**	**3.75**	**3.27**
Co-Teachers	**4.1**	**4.04**	**3.66**
Co-Advisors	**4.3**	**4.03**	**3.36**

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

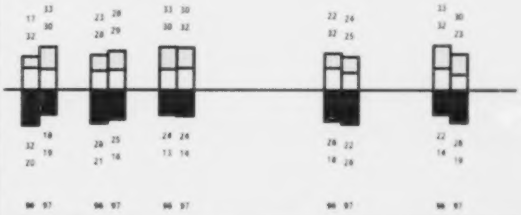
The Home/School Partnership program has been initiated at FCHS. Much work, especially in the area of communication and updating personnel on what is happening across the school, has been completed this school year. The follow-up evaluation in May indicated more positive attitudes. We didn't change what we were doing; merely communicated better.

Standardized Test Results

Grade 9

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	63	59	61	50	55
District	63	59	61	50	55
DDESS	56	58	60	56	58
Nation	50	50	50	50	50
# Students	193	193	192	193	193

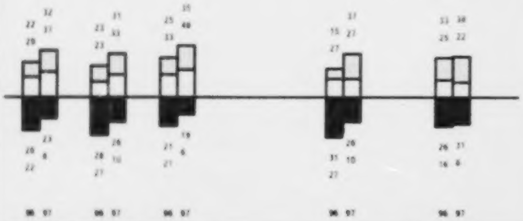
Percent of Students in Each Quarter



Grade 10

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	65	65	67	65	64
District	65	65	67	65	64
DDESS	56	60	60	58	60
Nation	50	50	50	50	50
# Students	142	142	144	142	143

Percent of Students in Each Quarter



☐ 75-99
☐ 51-75
■ 26-50
■ 1-25

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School					
District					
DDESS					
Nation					
# Students					

Percent of Students in Each Quarter

NOT APPLICABLE

☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

ACT Results		School	District	DDESS	Nation
% Participating	1996	64%	64%	36%	37%
	1997	65%	65%	35%	37%
Math Avg Score	1996	19.8	19.8	19.1	20.2
	1997	18.9	18.9	18.7	20.6
English Avg Score	1996	20.5	20.5	20.2	20.3
	1997	19.8	19.8	19.6	20.3

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th

Fort Campbell H S
1101 Ohio Ave.
Fort Campbell, KY 42223-5133

DSN Phone:
Fax Number: (615) 431-7758
Commercial Phone:
(615) 431-5056

Writing Assessment								
			Percent at Each Performance Level					
Grade	**Yr**	**Number Tested**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
12	96	129	0%	12%	57%	31%	0%
12	97	106	3%	26%	52%	19%	0%

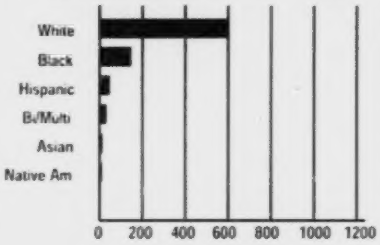
Fort Campbell, KY

Department of Defense Education Activity
Jackson Elementary School (PK-5)
1996/97 School Profile

Don Rush, Principal

School Characteristics

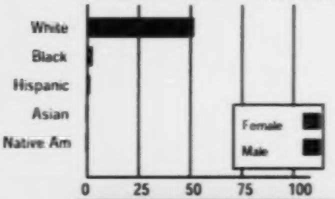
Student Enrollment - 880



Grade	#
PreK	121
K	133
1	134
2	131
3	129
4	119
5	113
Total	880

Sponsor Affiliation	
Marine	0%
Army	100%
Navy	0%
Air Force	<.5%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	91	10%
PK-12	TAG	9	1%
PK-12	ESL	1	0%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	1
4-6	12
7-10	10
> 10	30

Mobility Rate
32% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	30
Special Education	7
Other Professionals	15

Teacher Education

Degree	% Teachers
BA/BS	22%
MA/MS	75%
Doctorate	2%

Principal's Highlights

The "building lives and forming futures" philosophy of our school extends beyond the Jackson staff to the parents as well. Our community is an integral part of the educational program. Volunteers, in record numbers, assume a variety of roles as partners to positively impact the academic achievement of our students. The Home-School survey validated the existence of a well-established yet developing plan of partnership initiatives.

Integrating technology into the class-room experience is the norm for our staff and students. Jackson is equipped with an IBM lab, a mini-lab and classrooms with up to 7 computers. Support is provided by a technologist who emphasizes the integration of technology, software and curriculum. A technology committee collaborates often to explore new horizons to enhance learning.

Other unique features that maximize learning while nurturing the whole child include: Accelerated Reader, Reading Renaissance, Chess Club, Spanish, Intramurals, Jazz on the Lawn, Art Exhibits, Math and Writing Portfolios and a student generated TV broadcast.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

A keyboarding program for all students in grades 1-5 has been maintained. The Jackson technology committee developed an electronic portfolio, piloted it in a 5th grade classroom. (This pilot served as a basis for a presentation to ASCD in Baltimore). A school-wide technology fair was conducted for parents and students in May 1997.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

Individual teacher assessment of 95/96 test scores served as a 10 pt. Improvement plan for team. Success-maker (CCC) was purchased to monitor student progress in math and science and to assist in providing an individualized remediation package in each area. This system will be operational for the 97-98 school year.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators

Five of our staff members have been trained in Reading Renaissance program. An additional 18 teachers attended a one day overview of the program and have requested the 3 day training for Fall 1997. Success Maker in-service is scheduled for all staff members. Technology in-service is ongoing and 150 workshops have been offered system-wide.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

More than 40% of the total JES budget for 96-97 was committed to achieving strategic plan initiatives. Included are in-service opportunities for staff, acquisition of success-maker, commitment of a teaching allocation to employ a full time educational technologist and an annual budget provided to upgrade current hardware and software.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.5	4.31	4.08
Co-Supporters	4.6	3.93	3.65
Co-Learners	3.9	3.75	3.27
Co-Teachers	4.5	4.04	3.66
Co-Advisors	4.2	4.03	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

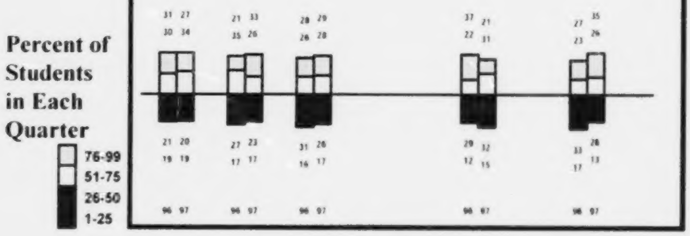
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

The School-Home partnership survey indicated wide-spread satisfaction with our current program. The proposed summer reading program and expanded library services requested by the parents should strengthen this relationship even more. Plans are under way to successfully incorporate a new housing area into our school which changes school population in excess of 50%.

Standardized Test Results

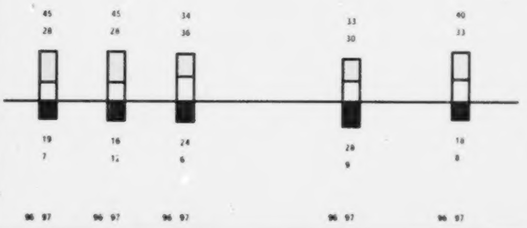
Grade 3

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	57	62	56	53	58
District	53	54	48	48	51
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	121	121	121	121	121



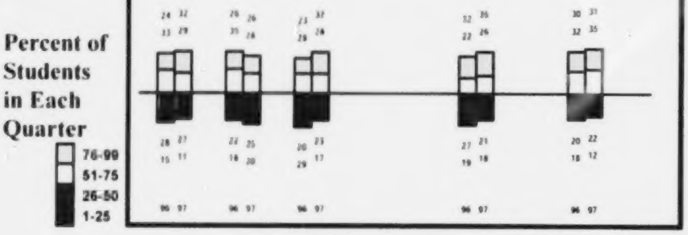
Grade 4

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	71	72	67	63	67
District	58	59	56	51	54
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	109	109	109	109	109



Grade 5

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	60	54	63	62	62
District	59	49	57	58	58
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	106	106	106	106	106



ACT Results		School	District	DDESS	Nation
% Participating	1996	N/A	64%	36%	37%
	1997	N/A	65%	35%	37%
Math Avg Score	1996	N/A	19.8	19.1	20.2
	1997	N/A	18.9	18.7	20.6
English Avg Score	1996	N/A	20.5	20.2	20.3
	1997	N/A	19.8	19.6	20.3

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges 1-25th, 26-50th, 51-75th, and 76-99th

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Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
4	96	112	0%	3%	28%	70%	0%
4	97	104	0%	2%	31%	67%	0%

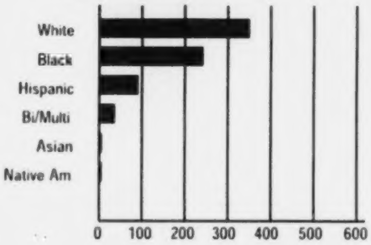
Fort Campbell, KY

Department of Defense Education Activity
Lincoln Elementary School (PK-5)
1996/97 School Profile

James Hicks, Principal

School Characteristics

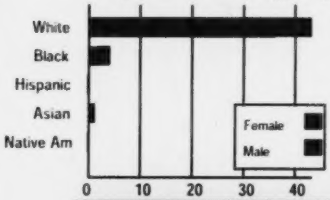
Student Enrollment - 799



Grade	#
PreK	113
K	159
1	124
2	117
3	117
4	89
5	80
Total	799

Sponsor Affiliation	
Marine	0%
Army	100%
Navy	0%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	31
Special Education	2
Other Professionals	13

Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	57	7%
PK-12	TAG	3	0%
PK-12	ESL	4	1%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	3
1-3	7
4-6	6
7-10	9
> 10	23

Mobility Rate
56% Per Year

Teacher Education

Degree	% Teachers
BA/BS	25%
MA/MS	74%
Doctorate	1%

Principal's Highlights

Lincoln Elementary School's mission is to meet the academic and support needs of the military child. In this regard, Lincoln students in grades three and five have demonstrated the highest overall scores in the district on the Iowa Test of Basic Skills. Lincoln also leads the district in its use of inclusion with varied classes combining instruction in a co-teaching model. Lincoln is also renown for its special celebration on the " Week of the Young Child" which incorporates the entire school and the community in a culmination of student work for the year. Lincoln is also proud of its affiliation with the Odyssey of the Mind Program, receiving first place in Regional competition.

Lincoln is especially blessed this year. Our renovations are finally completed and the oldest DoD school is now a modern and wonderful environment for our students. Lincoln continues to work hard and strive for excellence with an emphasis on student skills.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Students have increased their speed and accuracy through the use of computer keyboarding software. Through the use of Accelerated Reader students in grades 3, 4 and 5 have improved their reading skills and enjoyment for reading.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Results of ITBS scores validated that students increased their proficiency in the areas of Math and Science.Co-teaching model in the area of science was implemented to assist students in development of science skills.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Staff Development activities were provided for all teachers in-house. Also offered were in-service activities outside the district (state and national conferences) and various conferences throughout the state.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Local Area Network was completed where staff has access to E-mail within the building. All existing computers were upgraded to at least 16 MB of memory. A library of educational CD-ROMs was established for teacher checkout.

Average Ratings of SHIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.2	4.31	4.08
Co-Supporters	3.2	3.93	3.65
Co-Learners	3.4	3.75	3.27
Co-Teachers	3.6	4.04	3.66
Co-Advisors	3.9	4.03	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

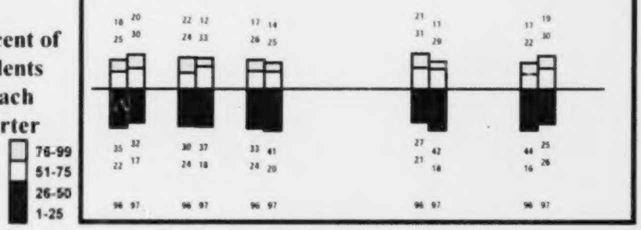
Parent survey was developed and all parents were given the opportunity to evaluate our school on their perception of how the school staff meets the needs of their children.

Standardized Test Results

Grade 3

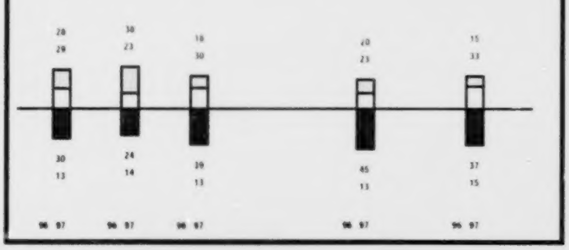
	Benchmark 3.1			**Benchmark 4.3**	
	Read	Lang	Soc Stdy	Math	Science
1997 Median Percentiles for: **School**	50	48	38	39	48
District	53	54	48	48	51
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	93	93	93	93	93

Percent of Students in Each Quarter



Grade 4

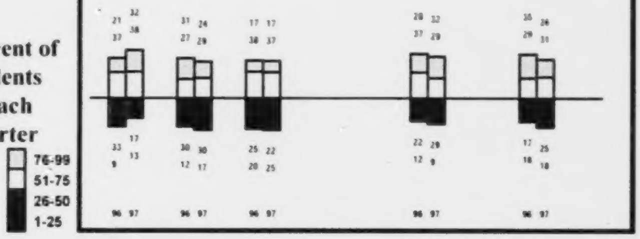
	Benchmark 3.1			**Benchmark 4.3**	
	Read	Lang	Soc Stdy	Math	Science
1997 Median Percentiles for: **School**	57	61	48	45	49
District	58	59	56	51	54
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	86	86	87	87	87



Grade 5

	Benchmark 3.1			**Benchmark 4.3**	
	Read	Lang	Soc Stdy	Math	Science
1997 Median Percentiles for: **School**	60	52	53	65	55
District	59	49	57	58	58
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	63	63	65	65	65

Percent of Students in Each Quarter



ACT Results		School	District	DDESS	Nation
% Participating	1996	N/A	64%	36%	37%
	1997	N/A	65%	35%	37%
Math Avg Score	1996	N/A	19.8	19.1	20.2
	1997	N/A	18.9	18.7	20.6
English Avg Score	1996	N/A	20.5	20.2	20.3
	1997	N/A	19.8	19.6	20.3

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th

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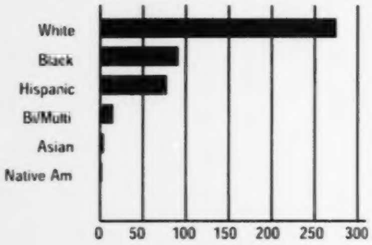
Writing Assessment							
				Percent at Each Performance Level			
Grade	**Yr**	**Number Tested**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
4	96	100	0%	0%	13%	87%	0%

Fort Campbell, KY

Department of Defense Education Activity
Mahaffey Middle School (6-8)
1996/97 School Profile
Suzanne Jones, Principal

School Characteristics

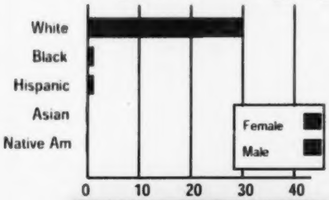
Student Enrollment - 365



Grade	#
6	144
7	117
8	104
Total	365

Sponsor Affiliation	
Marine	0%
Army	100%
Navy	0%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	31	8%
PK-12	TAG	33	9%
PK-12	ESL	10	3%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	3
7-10	5
> 10	23

Mobility Rate
29% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	15
Special Education	4
Other Professionals	11

Teacher Education	
Degree	% Teachers
BA/BS	13%
MA/MS	84%
Doctorate	3%

Principal's Highlights

The School Improvement Team of Mahaffey Middle School adopted a new mission statement which states "the mission of MMS is to produce individuals who have developed and refined the skills necessary to be successful in any situation."

Based on a firm belief that all students can learn, reinforcement of basic skills was emphasized while students developed problem solving techniques. Learning labs provided students with opportunities to develop and refine creative thinking and research skills. Technolgy was integrated throughout the curriculum. A school web-site was created while students displayed science projects and experiments on a secondary site.

Parents are encouraged to be involved in all levels of the child's education by serving on various committees, attending workshops, visiting the school, and chaperoning dances.

Through a partnership of parents, faculty, and military personnel, we are committed to meeting the unique needs of the transient adolescent learner.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

All academic classrooms meet the 21st century technology criteria. Sixth and eighth grade teams piloted an electronic portfolio program. With the onset of the local area network and the use of the Internet, students were instructed in the ethical and responsible usage of technology. A school-wide study shows an increase usage of technology by students.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Math portfolios provided students with opportunities to reinforce basic skills while dealing with real-life situations. Math Bowls were held at the 6th and 7th grade levels. Science activities, projects and curriculum were displayed on a web-site created by 8th grade students. Investigative skills were emphasized in a second 7th grade science class.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

As indicated by a site study, the percentage of the faculty/staff technology competencies rose. Workshops were offered throughout the year to address areas of interest and needs. Teacher input was gathered in order to determine areas of need for the next school year. Faculty representatives served on the district-wide math and science curriculum committees.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

A school-wide site study indicated increased usage of technology in instruction. A local area network became fully operational. It is being used for various record-keeping and resource management, i.e. discipline records, CC:mail, teacher/staff handbook. Four connections to the Internet were established as teachers infused technology throughout the curriculum.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.0	4.31	4.08
Co-Supporters	3.3	3.93	3.65
Co-Learners	3.2	3.75	3.27
Co-Teachers	3.2	4.04	3.66
Co-Advisors	3.7	4.03	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

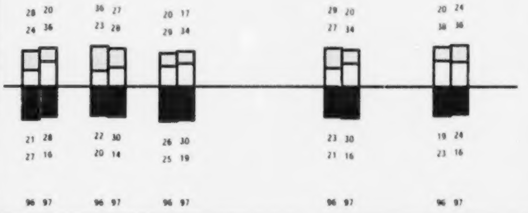
To increase communication, a computerized homework hotline was initiated while a parental handbook was distributed upon registration. A home-school partnership self-evaluation was conducted to determine areas to be addressed. Workshops were offered throughout the school year that provided learning activities for parents.

Standardized Test Results

Grade 6

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	56	56	51	53	59
District	56	54	55	54	58
DDESS	56	60	58	60	60
Nation	50	50	50	50	50
# Students	135	135	135	134	135

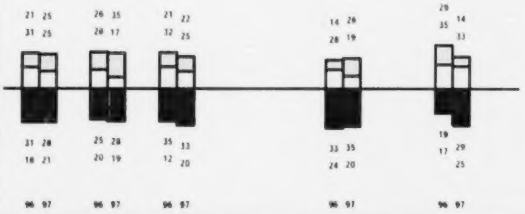
Percent of Students in Each Quarter



☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

Grade 7

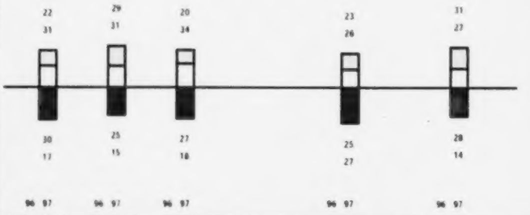
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	52	55	49	47	47
District	52	59	47	45	45
DDESS	56	62	58	56	56
Nation	50	50	50	50	50
# Students	110	110	110	110	110



Grade 8

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	52	61	55	43	58
District	51	56	52	51	51
DDESS	54	62	58	54	60
Nation	50	50	50	50	50
# Students	93	93	93	93	93

Percent of Students in Each Quarter



☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

ACT Results		School	District	DDESS	Nation
% Participating	1996	N/A	64%	36%	37%
	1997	N/A	65%	35%	37%
Math Avg Score	1996	N/A	19.8	19.1	20.2
	1997	N/A	18.9	18.7	20.6
English Avg Score	1996	N/A	20.5	20.2	20.3
	1997	N/A	19.8	19.6	20.3

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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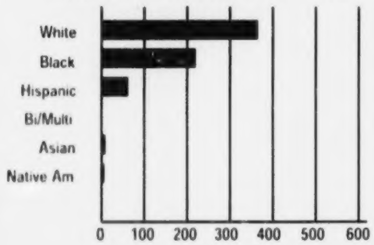
Writing Assessment							
				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
7	97	112	0%	3%	23%	74%	0%
8	96	94	0%	7%	32%	61%	0%

Fort Campbell, KY

Department of Defense Education Activity
Marshall Elementary School (PK-5)
1996/97 School Profile
Brenda Hunter, Principal

School Characteristics

Student Enrollment - 741



Grade	#
PreK	111
K	140
1	113
2	101
3	96
4	89
5	91
Total	741

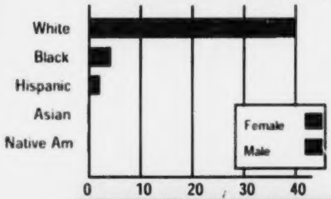
Sponsor Affiliation	
Marine	0%
Army	100%
Navy	0%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Teacher Experience

Years	Teachers
New	2
1-3	6
4-6	4
7-10	8
> 10	27

Mobility Rate
62% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	29
Special Education	4
Other Professionals	11.5

Teacher Education

Degree	% Teachers
BA/BS	33%
MA/MS	63%
Doctorate	4%

Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	83	11%
PK-12	TAG	3	0%
PK-12	ESL	11	1%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Principal's Highlights

Marshall Elementary, a School of Excellence, is committed to providing a nurturing and caring environment for a transient student population. Staff development and professionalism are key components which support Marshall's highly motivating, thinking centered curriculum.

The mission of Marshall Elementary is to meet the needs of each child and to insure that all children achieve at their maximum level of learning. Programs for meeting the needs of a special population include: Life Skills, Emotional Impaired, Gifted/Talented, Speech and Resource. Inclusion and Reverse Integration are strategies implemented to include special needs students into the mainstream population.

Other outstanding programs and activities include: Multicultural Fair, PACT (Parent & Child Reading Program) "Effective Teacher" Monthly Training, Environmental Training for Staff, Technology Fair, Pilot of Interactive CU See Me Program, Utilized LAN for communication, Goal Writing Research Project for math and science, Home-School Connection Monthly Newsletter, Volunteer Tea, and publication of a first Marshall Yearbook.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Success Maker, a comprehensive curriculum-based software package program was piloted for 50-60 students. This program uses technology to deliver individualized instruction with assessment. A social studies election project allowed students to vote via computer. Additional 21st Century Classrooms were added. Third grade students were included in the Accelerated Reader.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Goal Writing Research Project of identified students in two third grade classes. Teachers addressed weaknesses in math & science areas from ITBS. Lesson plans reflected use of math manipulatives and hands-on science experiments. Fifth grade students completed math portfolios. Increased use of Windows on Science Laser Disc Program and AIMS Program by teachers.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Teachers received training in the following areas: Analyzing test data; Viewed "First Days of School" video tapes on teacher effectiveness by Harry Wong; Integration of technology into the instructional area via Tech Fair; IMPACT & TESA Training; Environmental & Hazardous Material training to staff; Procedures for prereferral & referral of special needs children.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Utilized local area network for weekly Marshall Memos & sharing of files for Power Point Presentations. Email communication was used by staff for daily communication for scheduling and sharing of lesson plans. Learner Profile Assessment Instrument was implemented in a kindergarten classroom. An interactive C U See Me program was piloted in a fifth grade classroom.

Average Ratings of SHP Progress

Tier	School	District	DDESS
Co-Communicators	4.3	4.31	4.08
Co-Supporters	4.3	3.93	3.65
Co-Learners	3.8	3.75	3.27
Co-Teachers	4.4	4.04	3.66
Co-Advisors	3.9	4.03	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

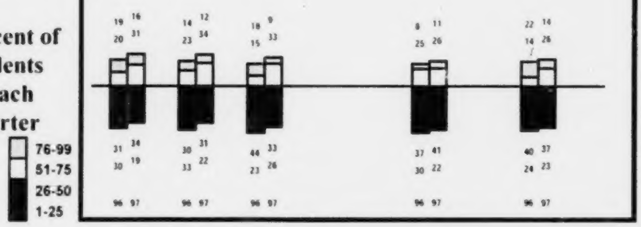
First Day of School Parent Orientation had 70% participation. Open-House and Multicultural Fair had 80% attendance by parents. Home-School Connections, a Monthly Newsletter, was published September-May 1996-97. Volunteer Tea recognized 70 parents; Fund-raisers included Marshall Skate Night, Scholastic & Troll Book Fairs, and First Marshall Yearbook.

Standardized Test Results

Grade 3

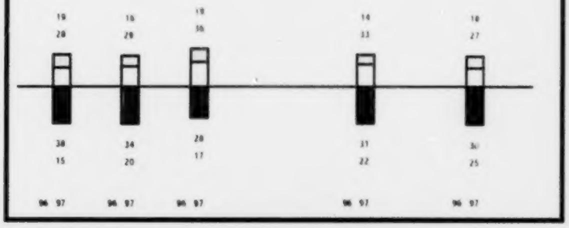
1997 Median Percentiles	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	47	48	43	42	44
District	53	54	48	48	51
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	90	90	94	94	94

Percent of Students in Each Quarter



Grade 4

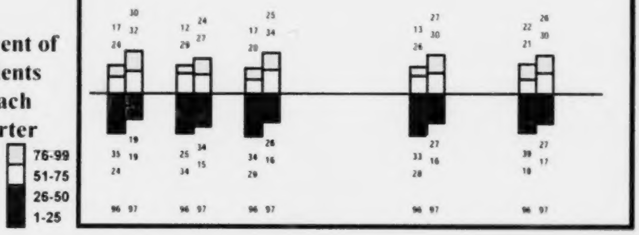
1997 Median Percentiles	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	47	48	53	48	47
District	58	59	56	51	54
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	85	85	89	87	89



Grade 5

1997 Median Percentiles	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	60	51	59	58	58
District	59	49	57	58	58
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	74	74	77	77	77

Percent of Students in Each Quarter



ACT Results

		School	District	DDESS	Nation
% Participating	1996	N/A	64%	36%	37%
	1997	N/A	65%	35%	37%
Math Avg Score	1996	N/A	19.8	19.1	20.2
	1997	N/A	18.9	18.7	20.6
English Avg Score	1996	N/A	20.5	20.2	20.3
	1997	N/A	19.8	19.6	20.3

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Writing Assessment

				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
4	96	107	2%	4%	40%	53%	1%

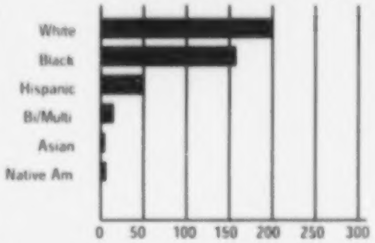
Fort Campbell, KY

Department of Defense Education Activity
Wassom Middle School (6-8)
1996/97 School Profile

Ken Killebrew, Principal

School Characteristics

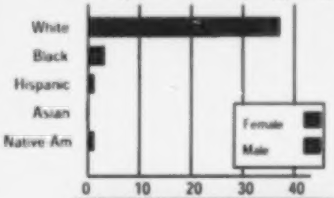
Student Enrollment - 468



Grade	#
6	159
7	174
8	135
Total	468

Sponsor Affiliation	
Marine	0%
Army	100%
Navy	< 5%
Air Force	< 5%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	56	12%
PK-12	TAG	22	5%
PK-12	ESL	4	1%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	4
4-6	5
7-10	8
> 10	25

Mobility Rate
42% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	24
Special Education	4
Other Professionals	12

Teacher Education

Degree	% Teachers
BA/BS	15%
MA/MS	83%
Doctorate	2%

Principal's Highlights

As a National School of Excellence, Wassom Middle School exemplifies its motto "Excellence-A Tradition". High expectations for academic standards, values, and conduct are the criteria by which we measure our success.

Emphasis continues to be placed in math and science applications.

Wassom has experienced a rapid increase in the use of technology. Currently, the number of 21st century classrooms has grown to 21, which allows students to develop critical thinking and problem solving skills. Surveys also indicate a significant increase in teacher use of technology in the classroom and management tasks.

Parent and community involvement has seen a 79% increase in participation this year. This has provided many opportunities for enriching the classroom learning experiences. We are proud of our growing school-home partnerships.

Wassom's ability to nurture the total child in a challenging environment, as well as its commitment to reengage families in the learning process, make it truly a special place to learn and grow.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

Students' use of technology has continued to expand. All students have received instruction in the use of word processing, database, spreadsheets and presentation programs and how to integrate them into their learning. A specific technology curriculum has been developed . The number of 21st Century Classrooms has increased from 5 to 21.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

Curriculum Goals and expectations have been updated. Student learning continues to be characterized by problem solving and increased use of technology and graphic organizers. These problem-solving skills are strengthened through the use of manipulatives, open response activities, and challenging portfolio tasks.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators

An ongoing professional development program at WMS continues to support the DoDEA Community Strategic Plan. A needs assessment has provided the basis for continued technology training as the focus. Funds dedicated to professional development from our site budget allowed attendance at state, regional, and national curriculum conferences.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

All teachers are actively using the local area network (LAN) and e-mail. Increased availability of technology for the teaching staff continues to be a priority. Funds have been used to upgrade teacher work stations to use with the new school management system (SASI). A major focus has been to expand the network CD ROM database to all classrooms.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.6	4.31	4.08
Co-Supporters	4.3	3.93	3.65
Co-Learners	3.9	3.75	3.27
Co-Teachers	4.1	4.04	3.66
Co-Advisors	3.9	4.03	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

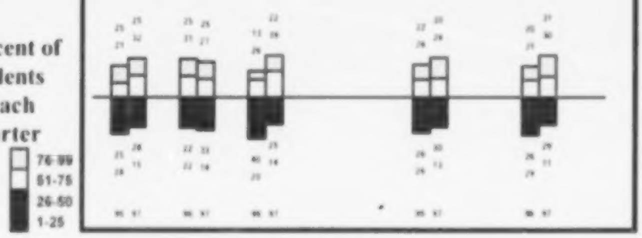
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Much progress is evident in the strengthening of our School-Home Partnership efforts. Our Parent Teacher Organization has experienced a membership increase with parent and community volunteers being actively involved in various school programs. The School-Home Partnership Self-Evaluation indicated great strides toward full partnership.

Standardized Test Results

Grade 6

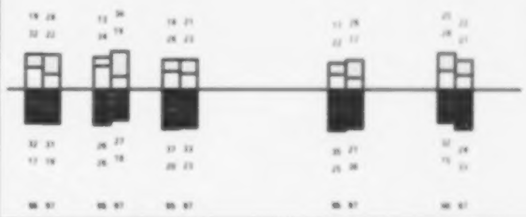
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	56	52	58	59	57
District	56	54	55	54	58
DDESS	56	60	58	60	60
Nation	50	50	50	50	50
# Students	139	139	139	139	139

Percent of Students in Each Quarter



Grade 7

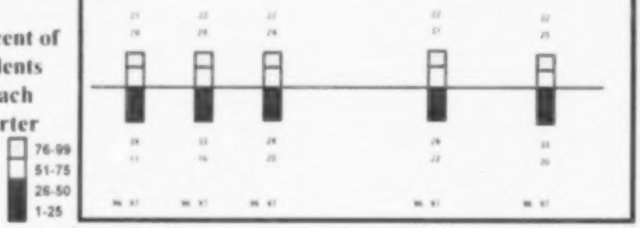
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	52	62	45	41	43
District	52	59	47	45	45
DDESS	56	62	58	56	56
Nation	50	50	50	50	50
# Students	149	149	149	149	149



Grade 8

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	51	52	51	52	48
District	51	56	52	51	51
DDESS	54	62	58	54	60
Nation	50	50	50	50	50
# Students	121	121	120	120	120

Percent of Students in Each Quarter



ACT Results		School	District	DDESS	Nation
% Participating	1996	N/A	64%	36%	37%
	1997	N/A	65%	35%	37%
Math Avg Score	1996	N/A	19.8	19.1	20.2
	1997	N/A	18.9	18.7	20.6
English Avg Score	1996	N/A	20.5	20.2	20.3
	1997	N/A	19.8	19.6	20.3

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th

Wassom M S
3066 Forrest Ave.
Fort Campbell, KY 42223-5211

DSN Phone:
Fax Number: (502) 439-0671
Commercial Phone:
(502) 439-3791

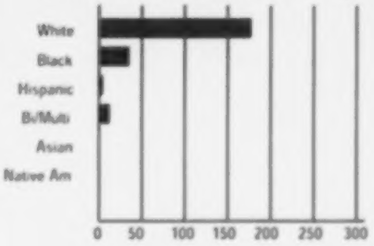
Writing Assessment

				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
7	97	110	0%	5%	20%	74%	1%
8	96	134	1%	2%	30%	68%	0%

Department of Defense Education Activity
Dahlgren Dependents Schools (PK-8)
1996/97 District Profile
Lawanna Mangleburg, Superintendent

District Characteristics

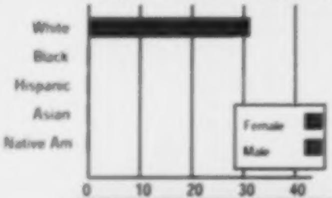
Student Enrollment - 219



Grade	#
PreK	27
K	33
1	28
2	30
3	14
4	33
5	15
6	14
7	16
8	9
Total	219

Sponsor Affiliation	
Marine	0%
Army	0%
Navy	100%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	13	6%
PK-12	TAG	10	5%
PK-12	ESL	N/A	N/A
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	1
7-10	2
> 10	17

Mobility Rate
37% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	21
Special Education	0
Other Professionals	4

Teacher Education

Degree	% Teachers
BA/BS	52%
MA/MS	48%
Doctorate	0%

Superintendent's Highlights

The schools located at Quantico and Dahlgren, Virginia have been successfully integrated into one system during the 1996-97 school year. The combined systems have been named the Virginia Domestic Dependent Elementary and Secondary School System. In addition to promoting greater efficiency and effectiveness, the VA DDESS School Boards at each of the installations have been joined together to form school/home partnerships.

Technology has been extensively integrated into the curriculum of each of the elementary and middle schools, electronic portfolios have been maintained at four of the six schools, and all of the schools at Quantico and Dahlgren are connected to the Internet.

Implementation of a multi-level school-home partnership has been documented at five of the schools, and greater parent involvement in the schools has contributed to enhanced student learning across the curriculum. In most of the schools, 100% of the parents were involved in a variety of school activities.

Student proficiency in science and math has increased as students have used computers and hands-on math/science activities to improve problem-solving skills. Schools are becoming more customer oriented as School Improvement Teams promote shared decision-making processes.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Staff development on Integration of technology into all curiculum areas resulted in major advances. Students demonstrated technological proficiency in utilizing a variety of subject related software, producing exemplary products using technology and accessing a variety of information sources, i.e., Internet (Library of Congress), CD Rom.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Emphasis on NCTM Standards as basis for curriculum design resulted in modifying classroom practices. New math textbooks were purchased to increase emphasis on standards. End of year baseline data has been collected for grades 1-ll (Quantico) and 3-8 (Dahlgren).

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The professional development structure is supported through district initiatives and site based decisions. All professional development activities are linked directly to achieving DoDEA benchmarks. Integration of technology, instructional effectiveness, and advanced computer training are but a few activities.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

All teachers and administrators have e-mail capability and internet access. Plans are now in place to upgrade the entire WAN for video transfer and greater multi-media capabilities.

Average Ratings of SHP Progress		
Tier	District	DDESS
Co-Communicators	4.50	4.08
Co-Supporters	4.17	3.65
Co-Learners	3.67	3.27
Co-Teachers	3.83	3.66
Co-Advisors	3.33	3.36
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation		

Goal 8: Parental Participation

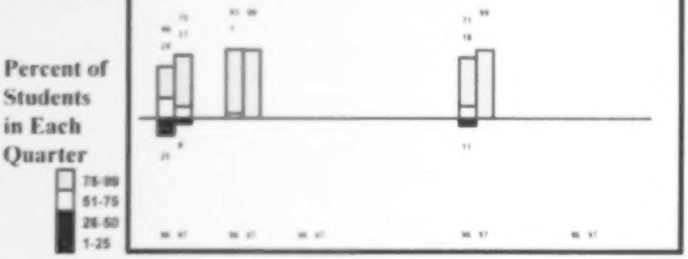
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

All schools have an active parent partnership program. VADDESS has excellent, cooperative relationships with commands at both military installations. Mutual training, systems support, and shared communication combine to strengthen this partnership.

Standardized Test Results

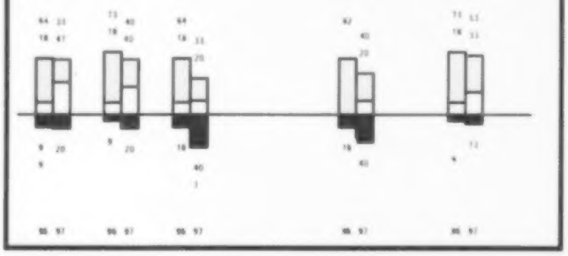
Grade 3

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
District	89	91		90	
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	12	12		12	



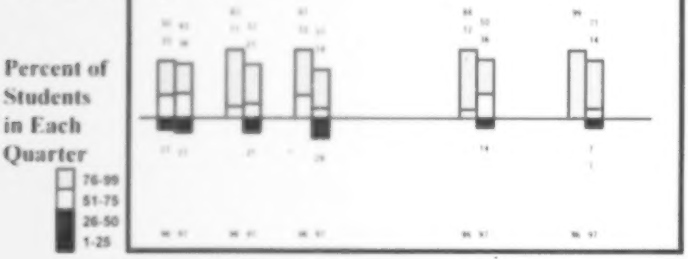
Grade 5

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
District	71	66	54	65	79
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	15	15	15	15	15



Grade 7

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
District	72	82	84	80	94
DDESS	56	62	58	56	56
Nation	50	50	50	50	50
# Students	14	14	14	14	14



SAT Results		District	DDESS	Nation
% Participating	1996	N/A	46%	41%
	1997	N/A	49%	41%
Math Avg Score	1996	N/A	477	508
	1997	N/A	481	511
Verbal Avg Score	1996	N/A	485	505
	1997	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated The 1996 SAT scores were "recentered" by the College Board

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score Quarter(s) are the four percentile ranges 1-25th, 26-50th, 51-75th, and 76-99th

Writing Assessment

				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Virginia DDESS Schools
Code TS, 193 Sampson Rd.
Dahlgren, VA 22448-5300

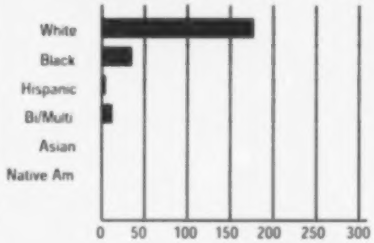
DSN Phone: 249-8822
Fax Number: (540) 653-4124
Commercial Phone:
(540) 653-8822

Dahlgren, VA

Department of Defense Education Activity
Dahlgren Elementary School (PK-8)
1996/97 School Profile
Clifford Ellis, Principal

School Characteristics

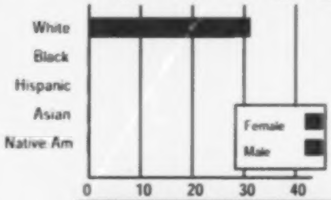
Student Enrollment - 219



Grade	#
PreK	27
K	33
1	28
2	30
3	14
4	33
5	15
6	14
7	16
8	9
Total	219

Sponsor Affiliation	
Marine	0%
Army	0%
Navy	100%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	13	6%
PK-12	TAG	10	5%
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	1
7-10	2
> 10	17

Mobility Rate
37% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	21
Special Education	0
Other Professionals	4

Teacher Education

Degree	% Teachers
BA/BS	52%
MA/MS	48%
Doctorate	0%

Principal's Highlights

Dahlgren School has accomplished much this year due to the dedication and hard work of our staff and parents. Our goals for SY 1996-97, written to the Benchmarks, have been successfully met.

Internet connectivity has been established. A schoolwide, computerized management system is in use. Windows 95 is available for both staff and student use. Our students have used technology across the curriculum, and to create reports. A Software Selection Committee has met and chosen software to integrate with curriculum. Classroom teachers have used print-outs from the system to show student proficiency. The staff has been trained in the use of available technology.

Hands-on science and math activities continue to be a vital part of our students' learning process with baseline scores being established at noted grade levels. Parent volunteers are an important part of our science and math curriculum.

Parents and teachers have created an environment of open communication between school and home. A center for parent/teacher information has been established in the Media Center.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Student proficiency was demonstrated by products showing cross-curricular integration. Reports of student progress and use of software has been documented. Pre and post tests were given on Circulation Plus and TOM. Software has been chosen to integrate with curriculum.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Students have used computers to improve problem solving skills. Students have used hands-on math/science activities. Parent volunteers have participated in the classroom science/math curriculum. Curricular materials have been reviewed for purchase. Baseline scores have been established with average math scores exceeding the 65% and science scores exceeding the 71%.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Training was provided, 2 times a month since February, for staff in Windows 95, Microsoft Works 4.0, Catalog and Circulation Plus, TOM software, and Internet. Training opportunities were provided for parents in hands-on science and math activities. Training materials were made available for parents and teachers in Media Center.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Teachers used technology to get print-outs to show student work. Upgraded schoolwide management system and SASI was purchased and installed. Internet access for teachers and students has been established.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.5	4.50	4.08
Co-Supporters	4.2	4.17	3.65
Co-Learners	3.7	3.67	3.27
Co-Teachers	3.8	3.83	3.66
Co-Advisors	3.3	3.33	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

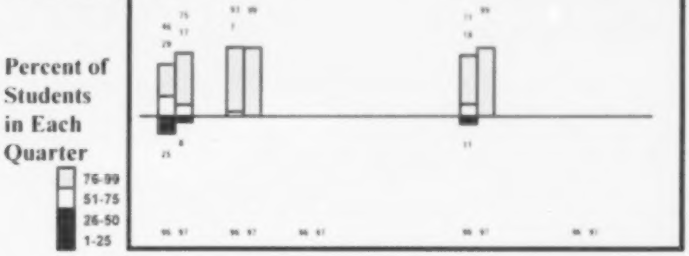
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Oral/written communication between home and school was well documented. A correspondence portfolio was maintained. Parents, teachers, and community members have demonstrated a partnership as evidenced by a volunteer portfolio. Teacher, parent, and community training consisted of in-services, Media Center audio and video tapes, and a monthly newsletter.

Standardized Test Results

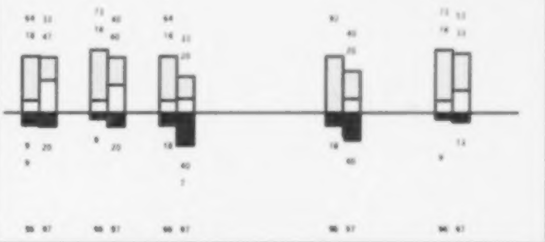
Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	89	91		90	
District	89	91		90	
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	12	12		12	



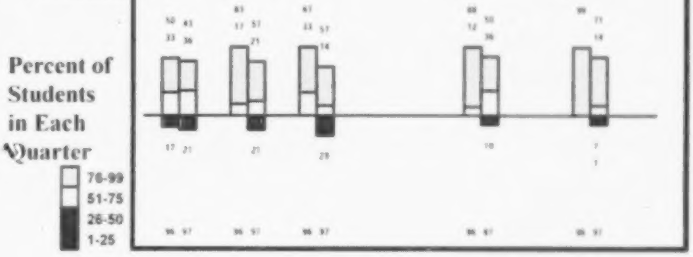
Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	71	66	54	65	79
District	71	66	54	65	79
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	15	15	15	15	15



Grade 7

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	72	82	84	80	94
District	72	82	84	80	94
DDESS	56	62	58	56	56
Nation	50	50	50	50	50
# Students	14	14	14	14	14



SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	N/A	46%	41%
	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
	1997	N/A	N/A	481	511
Verbal Avg Score	1996	N/A	N/A	485	505
	1997	N/A	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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193 Sampson Rd.
Code TS
Dahlgren, VA 22448-5300

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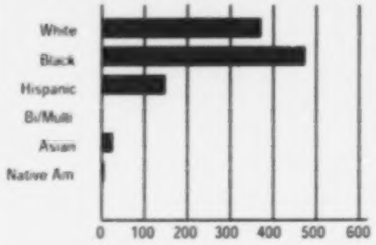
Fax Number: (540) 653-4124
Commercial Phone:
(540) 653-8822

Writing Assessment							
				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Department of Defense Education Activity
Fort Jackson Dependents Schools (PK-6)
1996/97 District Profile
Thomas J. Silvester, Superintendent

District Characteristics

Student Enrollment - 1,018



Grade	#
PreK	118
K	130
1	154
2	135
3	145
4	131
5	104
6	101
Total	1018

Sponsor Affiliation	
Marine	0%
Army	99%
Navy	1%
Air Force	< 5%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Special Programs

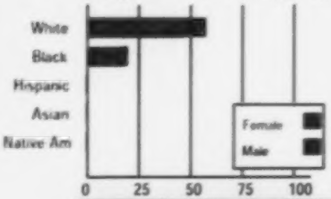
Grade Offered	Program	#	%
PK-12	Special Education	89	9%
PK-12	TAG	51	5%
PK-12	ESL	N/A	N/A
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	2
7-10	6
> 10	63

Mobility Rate
46% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	3
Classroom Teachers	44.5
Special Education	6
Other Professionals	18.4

Teacher Education

Degree	% Teachers
BA/BS	20%
MA/MS	67%
Doctorate	7%

Superintendent's Highlights

The newly created South Carolina DDESS District (comprised of Laurel Bay Marine Corp. Air Station at Beaufort and Fort Jackson in Columbia) met the challenge of consolidation during the 1996-97 school year.

Under the pilot initiative called "Stream-lining for Quality," the two school systems began the process of combining functions, right-sizing, elimination of excess positions, and sharing resources. Several joint staff development meetings focused on inventory of the curriculum and identification of "best practices". Quality time was spent on the accomplishment of benchmarks and efforts were made to align curriculum programs with National Standards.

In its first year of existence, the newly consolidated district distinguished itself by winning several awards, the most notable of which was the selection of Hood Street School as a National Blue Ribbon Winner.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

In 1996-97 students experienced greater access to electronic portfolios and with integrating technology in all areas of the arts and academic areas. They participated in keyboarding programs, retrieved information from electronic encyclopedias and presented multimedia projects.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

Students were introduced to higher level thinking math and science activities that were assessed using teacher-made assessment tools. The use of manipulatives was expanded from the previous year. A new math series was piloted and results will be analyzed.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators

Math inservice was provided to connect NCTM standards to curriculum and classroom activities. On-site seminars on alternative assessment were provided and resulted in the implementation of new assessment tools. Training sessions on the Internet, web site, e-mail, Power Point and word processors were provided.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Teachers and administrators received training on the use of updated hardware and effective research-based software. Teachers were trained on the use of specialized computer software within the classroom. Administrators incorporated the DSAMMS inventory/property management system on a district wide basis.

Average Ratings of SHP Progress		
Tier	**District**	**DDESS**
Co-Communicators	**4.58**	**4.08**
Co-Supporters	**4.32**	**3.65**
Co-Learners	**4.28**	**3.27**
Co-Teachers	**4.36**	**3.66**
Co-Advisors	**4.12**	**3.36**

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

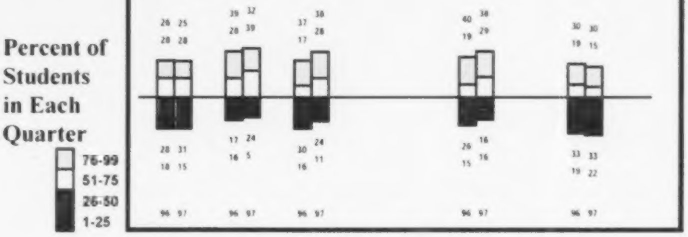
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Parental participation increased through involvement of multi-cultural parents as resources and using parents as co-teachers in the classroom. A military mentoring/tutoring program was begun. Parent volunteer hours increased from the previous year.

Standardized Test Results

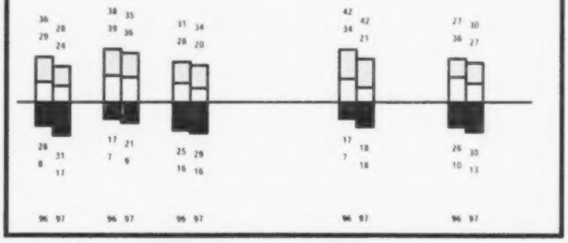
Grade 4

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	59	75	65	69	56
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	110	110	109	110	110



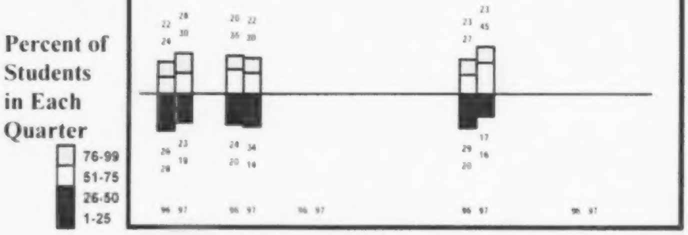
Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	54	73	54	63	57
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	104	104	103	104	103



Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	58	52		67	
DDESS	56	60	58	60	60
Nation	50	50	50	50	50
# Students	83	83		83	



SAT Results		District	DDESS	Nation
% Participating	1996	N/A	46%	41%
	1997	N/A	49%	41%
Math Avg Score	1996	N/A	477	508
	1997	N/A	481	511
Verbal Avg Score	1996	N/A	485	505
	1997	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

South Carolina DDESS Schools
5900 Chesnut Road
Columbia, SC 29206-5365

DSN Phone: 734-6314
Fax Number: (803) 787-7108
Commercial Phone:
(803) 782-2720

Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable	

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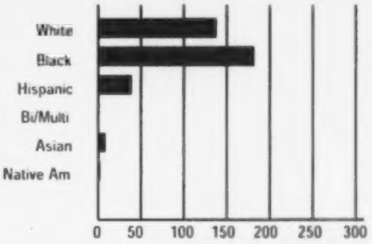
Columbia, SC

Department of Defense Education Activity
Charles Cotesworth Pinckney Elementary School (PK-6)
1996/97 School Profile

Frederick Tanner, Principal

School Characteristics

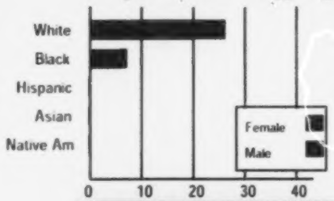
Student Enrollment - 364



Grade	#
PreK	28
K	0
1	0
2	0
3	0
4	131
5	104
6	101
Total	364

Sponsor Affiliation	
Marine	0%
Army	99%
Navy	<.5%
Air Force	<.5%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	30	8%
PK-12	TAG	38	10%
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	0
7-10	3
> 10	26

Mobility Rate
42% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	17
Special Education	4
Other Professionals	8.4

Teacher Education

Degree	% Teachers
BA/BS	23%
MA/MS	58%
Doctorate	13%

Principal's Highlights

At CCP the arts are an integral part of our curriculum. Students work in depth with our talented staff in unison with artists-in-residence. Not only are they given an opportunity to perform but they have many opportunities to attend performances at our theater and nearby centers for the performing arts. Pinckney has been designated an Arts in Basic Curriculum site by the South Carolina Arts Commission. Due to the staff and community's commitment to the National Standards for the Arts a commendation will be presented to the school at the October school board meeting.

Pinckney is a member of the nationally recognized Professional Development School for Educational Renewal. The faculty and staff of the University of South Carolina collaborates with teachers and students from Pinckney to improve teaching and learning at both settings. We believe health and wellness are important to the school culture. Pinckney teachers, parents and Moncrief Army Hospital sponsored a health fair for the communities. The staff models appropriate wellness activities and gives students an opportunity to reflect upon the many decisions they will have to make concerning their health. Students are encouraged to read through the Computerized Reading Renaissance Program.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

The proficient use of technology has permeated all areas of the curriculum from "The music in Education Program" to the creation of computer art. All students have published at least one piece of writing, accessed information from an electronic encyclopedia, and participated in a keyboarding program creating multimedia programs.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

All students completed at least 16 hands on science activities. Teachers designed and implemented a higher level thinking assessment activity for math and science. In fourth grade science, 86% of the students produced an average gain of 1.55 on a four point rubric, 80% of the fifth graders demonstrated an average gain of 1.57, and sixth graders showed a 54% increase.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

In-service focused on improving the technology skills of staff and the development of alternative assessments. Staff members gained competency in the utilization of Claris Works, Hyper Studio, and Power Point. As a result of the alternative assessment workshops each grade level designed and implemented a higher level thinking assessment in math and science.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Electronic portfolios were established to support the improvement of instruction in reading (Accelerated Reader, Josten's ILS) and math. The media center's Library Management System was upgraded from Molli to Athena 96, a new flex-cam was purchased for the science lab, and the administrative computer network was made operational on a limited basis.

Average Ratings of SIIP Progress			
Tier	School	District	DDESS
Co-Communicators	4.5	4.58	4.08
Co-Supporters	4.0	4.32	3.65
Co-Learners	3.8	4.28	3.27
Co-Teachers	3.9	4.36	3.66
Co-Advisors	3.8	4.12	3.36
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

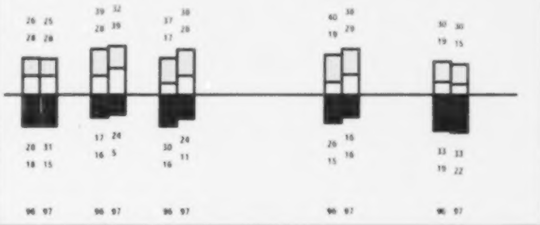
Every child's parents received at least one positive contact during each nine week period. A greater effort was made to invite parents to all kinds of school functions. These included breakfasts, field trips, luncheons, dances, honor roll assemblies, artistic performances and project development days with artists-in-residence.

Standardized Test Results

Grade 4

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	59	75	65	69	56
District	59	75	65	69	56
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	110	110	109	110	110

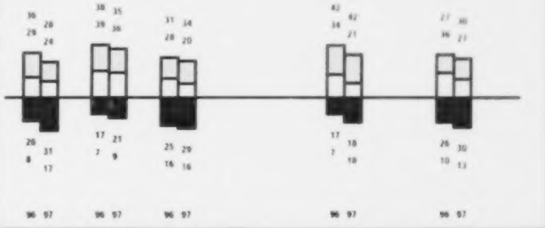
Percent of Students in Each Quarter



☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

Grade 5

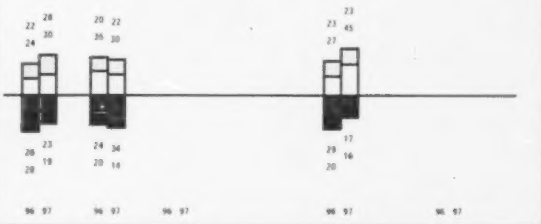
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	54	73	54	63	57
District	54	73	54	63	57
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	104	104	103	104	103



Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	58	52		67	
District	58	52		67	
DDESS	56	60	58	60	60
Nation	50	50	50	50	50
# Students	83	83		83	

Percent of Students in Each Quarter



☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	N/A	46%	41%
	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
	1997	N/A	N/A	481	511
Verbal Avg Score	1996	N/A	N/A	485	505
	1997	N/A	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Charles Cotesworth Pinckney E
5900 Chesnut Rd.
Columbia, SC 29206

DSN Phone:
Fax Number: (803) 787-7108
Commercial Phone:
(803) 787-6815

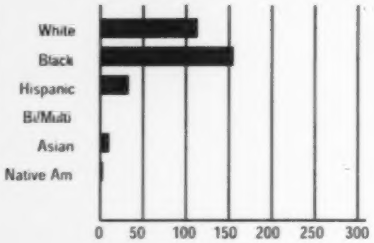
Writing Assessment							
				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Columbia, SC

Department of Defense Education Activity
Hood Street Elementary School (PK,2-3)
1996/97 School Profile
Carol George, Principal

School Characteristics

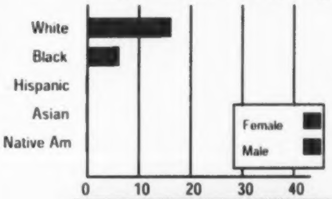
Student Enrollment - 309



Grade	#
PreK	29
2	135
3	145
Total	309

Sponsor Affiliation	
Marine	0%
Army	100%
Navy	<.5%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	27	9%
PK-12	TAG	13	4%
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	2
7-10	2
> 10	17

Mobility Rate
50% Per Year

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	14
Special Education	1
Other Professionals	5

Teacher Education	
Degree	% Teachers
BA/BS	27%
MA/MS	68%
Doctorate	4%

Principal's Highlights

Hood Street School, winner of the National Blue Ribbon School of Excellence Award for 1996-97, provides a sound educational program for students in Pre-K, second, and third grades. Led by a superior group of educators, students are motivated to reach their full potential while, at the same time, are inspired to develop confidence in their ability and a positive self concept.

Technology played a larger role in the curriculum at Hood Street this year. Students complete daily lessons on networked computers in their classrooms and travel on the Internet in the media center.

Hands-on learning characterizes the curriculum as students are actively involved in math games, science experiments, and in lively participation. Trips to the school greenhouse, portable planetarium, museums and other sites in the area bring up close and personal concepts that are studied in the classroom.

A close relationship exists between HS and the University of South Carolina. As a USC Professional Development School, we welcome large numbers of students and faculty throughout the year to visit or to work and train on our campus.

Numerous volunteers in the school logged over 1000 hours during the year.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Time spent by students on the Accelerated Reader program increased 40% from the previous year and 87 children (32%) of our students scored high enoughto be placed on the Accelerated Reader Wall of Fame indicating 85% or greatermastery of all books read and tested. CD-ROM drives and VCR's were added ineach classroom.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The wide-spread use of math games permitted reinforcement of math skills and concepts and the Saxon math series was piloted in third grade. Time spent on computers in the area of math increased 50% form the baseline data. The best practices display of special science projects was expanded and appropriate journal articles were circulated regularly throughout the staff.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Teachers were trained in the use of Advantage, Josten's new Integrated Learning System. A math study group met regularly to help teachers teach children to think like mathematicians and to use literature to teach math concepts. Training sessions were conducted on the Internet, the web site, and the use of e-mail and on math and science topics.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Microsoft Office was added to our file server and each staff member provided basic instruction in its use. A PowerPoint course will be offered during the summer. Instruction in the use of scanners, digital cameras, and the operation of the network and file server was provided. Older programs were upgraded and database management systems were used to record and evaluate student.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	5.0	4.58	4.08
Co-Supporters	4.8	4.32	3.65
Co-Learners	5.0	4.28	3.27
Co-Teachers	5.0	4.36	3.66
Co-Advisors	4.8	4.12	3.36
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Parent volunteer hours were in the thousands and the number of parents volunteering on a regular basis increased to 48. Parents were involved in the school/home partnership, served on the SIT, provided Spanish instruction to selected classes, and assistance with the Accelerated Reader and Parents as Partners Take-Home Computer programs.

Standardized Test Results

1997 Median Percentiles for: **School**
District
DDESS
Nation

# Students

Percent of Students in Each Quarter
☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

Benchmark 3.1 — Read Lang Soc Stdy
Benchmark 4.3 — Math Science

NOT APPLICABLE

Benchmark 3.1 — Read Lang Soc Stdy
Benchmark 4.3 — Math Science

NOT APPLICABLE

1997 Median Percentiles for: **School**
District
DDESS
Nation

# Students

Percent of Students in Each Quarter
☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

Benchmark 3.1 — Read Lang Soc Stdy
Benchmark 4.3 — Math Science

NOT APPLICABLE

SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	N/A	46%	41%
	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
	1997	N/A	N/A	481	511
Verbal Avg Score	1996	N/A	N/A	485	505
	1997	N/A	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable	

Hood Street E S
5615 Hood St.
Columbia, SC 29206

DSN Phone:
Fax Number: (803) 782-8863
Commercial Phone:
(803) 787-8266

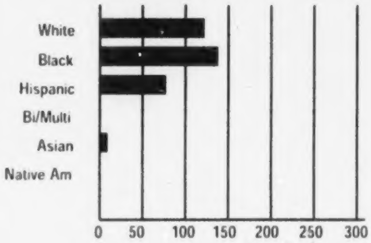
Columbia, SC

Department of Defense Education Activity
Pierce Terrace Elementary School (PK-1)
1996/97 School Profile

Philip Booth, Principal

School Characteristics

Student Enrollment - 345



Grade	#
PreK	61
K	130
1	154
Total	345

Sponsor Affiliation	
Marine	0%
Army	99%
Navy	1%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Special Programs

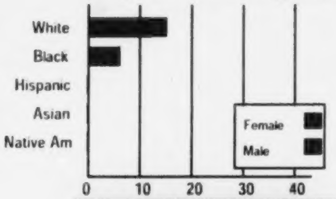
Grade Offered	Program	#	%
PK-12	Special Education	32	9%
PK-12	TAG	N/A	N/A
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	1
> 10	20

Mobility Rate
46% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	13.5
Special Education	1
Other Professionals	5

Teacher Education

Degree	% Teachers
BA/BS	10%
MA/MS	76%
Doctorate	5%

Principal's Highlights

Pierce Terrace School is the Early Childhood School on Fort Jackson serving childern in pre-kindergarten, kindergarten, and first grade. Parent volunteers form a major component of school activities and log in close to 2000 hours of service in the school each year. A strong Parents' Advisory Council strenghtens home/school communications and school services for pupils.

An associate of the University of South Carolina as Professional Development School (PDS), Pierce Terrace Staff members work closely with USC Professors in educating all levels of teachers-in-training. This collaboration enhances staff development through joint research projects, workshops, and on site consultation.

Utilizing the diverse resources of the Fort Jackson and Columbia communities, each day the school focuses on living together in our global community. Pupils and members of the community share the customs and traditions of the countries from which they come. Spanish classes are taught by Hispanic parent volunteers and an International Day is celebrated each year. Conflict resolution skills are emphasized daily through the PT Peace Pals Program.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Classroom teachers maintained computer usage logs form Sept. 96 through Apr. 97, which for every month indicated a greater utilization by pupils of the newly installed classroom technology than during the previous school year. Using the DoDEA Techology Plan, teachers developed a list of primary technology skills for the pupils attending Pierce Terrace School.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

A survey of teachers indicated a 30%, 46%, and 35% increase in use of math/science hands on activities respectively in pre-school, kindergarten, and first grade classrooms. Futher extending science activities for pupils, experiments utilizing materials easily found at home were published and distributed to parents in every school newletter.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Pre-K, kindergarten and first grade teachers updated the curriculum in math to reflect the National Standards. Data was collected from first grade and kindergarten teachers to determine pupil assessment tools being used. Fort Jackson and Laurel Bay teachers met to share and discuss the benefits of multiple assessment methods.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Teachers received five days of technology trraining during 96-97. A survey at the end of the year indicated a 75%, 84% and 81% increase in teacher usage of upgraded computers respectively for pre-k, kindergarten, and first grade. Teachers also learned considerably from each other as indicated in a log of in-house training activities.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.0	4.58	4.08
Co-Supporters	4.0	4.32	3.65
Co-Learners	3.9	4.28	3.27
Co-Teachers	4.0	4.36	3.66
Co-Advisors	3.6	4.12	3.36
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

PT focused on using parents as co-teachers in 96-97. Parent volunteers taught Spanish to pupils in each classroom once each week and supervised the Homework & Hugs Club for days each week. One parent, taught the I'm Thumbody and the Building Respect for Authority courses.

Standardized Test Results

1997 Median Percentiles for: **School**
District
DDESS
Nation
# Students

Percent of Students in Each Quarter
☐ 76-99
☐ 51-75
▨ 26-50
■ 1-25

Benchmark 3.1 — Read Lang Soc Stdy
Benchmark 4.3 — Math Science

NOT APPLICABLE

Benchmark 3.1 — Read Lang Soc Stdy
Benchmark 4.3 — Math Science

NOT APPLICABLE

1997 Median Percentiles for: **School**
District
DDESS
Nation
# Students

Percent of Students in Each Quarter
☐ 76-99
☐ 51-75
▨ 26-50
■ 1-25

Benchmark 3.1 — Read Lang Soc Stdy
Benchmark 4.3 — Math Science

NOT APPLICABLE

SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	N/A	46%	41%
	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
	1997	N/A	N/A	481	511
Verbal Avg Score	1996	N/A	N/A	485	505
	1997	N/A	N/A	495	505

Notes

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SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated The 1996 SAT scores were "recentered" by the College Board

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th

Writing Assessment							
				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

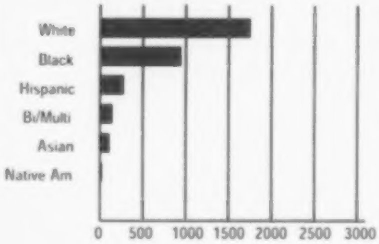
Pierce Terrace E S
5715 Adams Ct.
Columbia, SC 29206

DSN Phone:
Fax Number: (803) 738-8895
Commercial Phone:
(803) 782-1772

Department of Defense Education Activity
Fort Knox Community Schools (PK-12)
1996/97 District Profile
Frank A. Calvano, Superintendent

District Characteristics

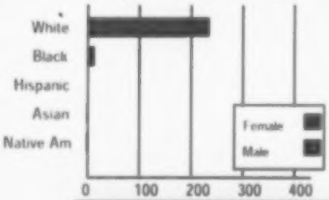
Student Enrollment - 3,305



Grade	#
PreK	285
K	354
1	333
2	299
3	296
4	263
5	254
6	212
7	220
8	207
9	194
10	148
11	121
12	119
Total	3305

Sponsor Affiliation	
Marine	1%
Army	98%
Navy	<.5%
Air Force	<.5%
Coast Guard	0%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	319	10%
PK-12	TAG	143	4%
PK-12	ESL	N/A	N/A
Students Taking AP Courses		48	19%

Teacher Experience

Years	Teachers
New	0
1-3	6
4-6	20
7-10	23
> 10	157

Mobility Rate
45% Per Year

School Staff

Category	FTE
Administrators	9
Classroom Teachers	146.7
Special Education	21.2
Other Professionals	50.8

Teacher Education

Degree	% Teachers
BA/BS	11%
MA/MS	75%
Doctorate	2%

Superintendent's Highlights

All staff of Fort Knox Community Schools participated in Mastery Learning and in Total Quality Education (TQE) at some point during the 96-97 school year. These processes were used to support the implementation phases of the School Improvement Plans (SIP).

Standardized test results (CTBS/4) indicate all schools showed improvement and most grade level and subject area scores exceeded the 60th percentile. All six of the schools with accountability grade levels showed improvement over the past four years under the Kentucky Instructional Results Information System (KIRIS).

Staff development sessions focused on SIP strategies or Mastery Learning with ninety-nine percent staff participating. Twenty-eight sessions in technology use compatible with job function were attended by staff. Student Services held many sessions to meet growth needs identified by our monitoring visit.

Curriculum writing in math, and a strong implementation plan in science are bringing curriculum guides and practice into alignment with the Strategic Plan. Parent involvement in the district has dramatically increased and the School Board and Superintendent have established a positive working relationship.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

The district prepared a K-12 student technology skills continuum in keyboarding & word processing, expanded capabilities of 75% of the schools to teach keyboarding in the classroom, provided support to schools ranging from planning & integration to training & maintenance, researched needs for additional school labs and upgraded classroom technology.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Standardized math and science scores for Gr. 3 & 7 increased 7 to 13 percentile points from SY95-96 to SY96-97. 91% of Gr. 1-6 students reported a positive attitude toward science. The draft math curriculum (Gr. 1-8) was constructed to be congruent with the NCTM's National Standards. Staff development is planned for the summer to facilitate implementation.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Much of the staff development is held at the school site and a survey of sessions indicates that all schools emphasized one or more SIP Benchmarks to provide sessions which gave participants expertise in specific strategies. In addition, staff development was offered in technology use and in Mastery Learning; the latter will support both DIP and SIP.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

The district installed network cable in all schools, connected 63% of the classrooms to central file servers, installed 50 computers for teachers, installed digital satellite educational TV, connected 4 schools to Internet, held 28 training courses on Internet, Wasatch courseware and productivity software, researched School-Home Partnership & Distance Learning needs.

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Average Ratings of SHP Progress		
Tier	District	DDESS
Co-Communicators	3.73	4.08
Co-Supporters	3.34	3.65
Co-Learners	2.79	3.27
Co-Teachers	3.52	3.66
Co-Advisors	3.25	3.36
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation		

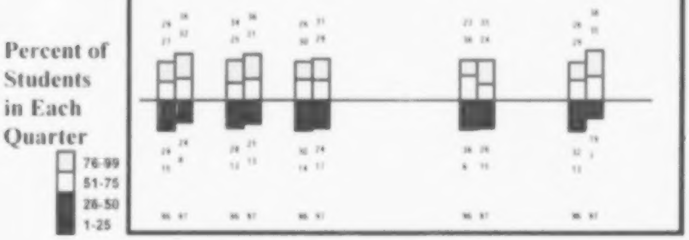
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
A monthly news column highlighting school and district events and issures was published in the post newspaper. New Total Quality Education process teams with cross functional stakeholder representation addressed two issues-new calendar and meeting times. Parent participation increased at public meetings, to include Working Board and Home/School Partnership Forum.

Standardized Test Results

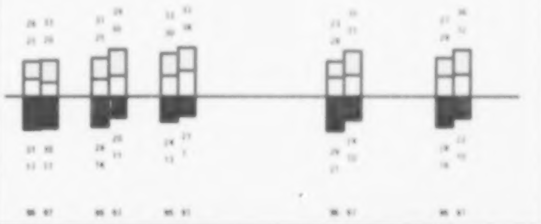
Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	67	66	61	63	67
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	272	274	270	274	271



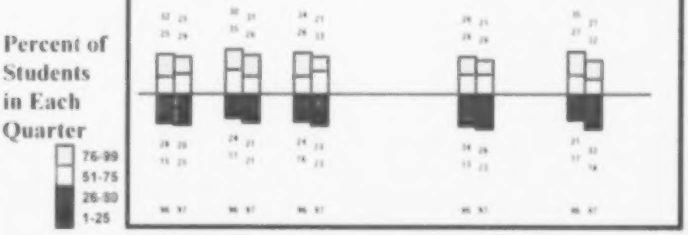
Grade 7

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	55	65	66	62	65
DDESS	56	62	58	56	56
Nation	50	50	50	50	50
# Students	197	197	198	198	198



Grade 10

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	54	55	54	49	53
DDESS	56	60	60	58	60
Nation	50	50	50	50	50
# Students	138	136	135	136	135



ACT Results				
		District	DDESS	Nation
% Participating	1996	86%	36%	37%
	1997	77%	35%	37%
Math Avg Score	1996	18.6	19.1	20.2
	1997	18.6	18.7	20.6
English Avg Score	1996	20	20.2	20.3
	1997	19.4	19.6	20.3

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable	
4	96	179	1%	11%	30%	57%	0%	
4	97	252	0%	4%	38%	58%	0%	
7	97	199	0%	1%	14%	85%	0%	
8	96	171	0%	1%	14%	85%	0%	
12	96	87	1%	20%	53%	26%	0%	
12	97	105	1%	10%	41%	48%	0%	

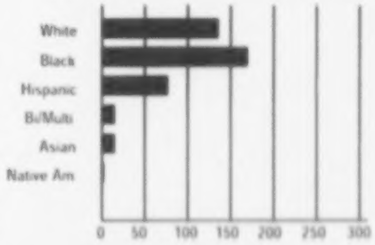
Fort Knox, KY

Department of Defense Education Activity
Fort Knox High School (9-12)
1996/97 School Profile

Michael Minutelli, Principal

School Characteristics

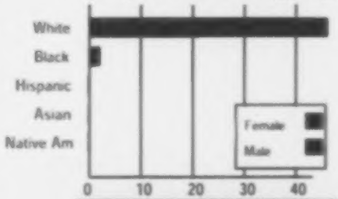
Student Enrollment - 582



Grade	#
9	194
10	148
11	121
12	119
Total	582

Sponsor Affiliation	
Marine	1%
Army	99%
Navy	0%
Air Force	< 5%
Coast Guard	0%
Non-US Military	0%
US Civilians	< 5%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	45	8%
PK-12	TAG	N/A	N/A
PK-12	ESL	N/A	N/A
AP Courses Offered		7	
Students Taking AP Courses		48	20%

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	4
7-10	10
> 10	28

Mobility Rate
31% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	21.2
Special Education	3.2
Other Professionals	17.6

Teacher Education

Degree	% Teachers
BA/BS	15%
MA/MS	79%
Doctorate	0%

Principal's Highlights

Fort Knox High School is a learning community of highly motivated students, who are multi-cultural and celebrate diversity.

The class of '97, graduating 100 strong, achieved an on-time graduation rate of 93%, while garnering 1.4 million dollars in scholarships. The graduation rate is a 15% increase over the 1995 benchmark. This is the second year in a row that this rate of graduation has been achieved.

Internet connectivity has been achieved in all academic areas. Protocols have been established for student use, as we strive to promote technological literacy for all of our students.

Continuous quality improvement practices seek out the "voice of the customer", as we continue to strive to meet the needs of all our members in the Fort Knox High School learning community.

A student engagement initiative: "minds-on" for mastery framework, was created with SY 97-98 implementation planned. This framework will support our quest to achieve our Goal 4.3 benchmarks. It will be utilized in a block schedule, with daily remediation.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

Class of 2000 was required to take Keyboarding/Intro to Computers as part of their core courses: pre-test to post-test found an average increase of 8 wpm. Upperclassmen also subscribed for a total of 205 students. 80% benchmark target of daily capacity use of computer lab by students was exceeded each week with a monthly average of 88.7%.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

Average SAT score increased 3 points to 501. Class of '98, for whom the only benchmarks existed through standardized testing, met their goals in Math & Science in the 25%tile, exceeding Math by 6% & Science by 6%. Created student success initiative: "Minds-on for Mastery", framed around remediation & enrichment, which directly supports student achievement.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators

Demonstration and use of targets were achieved @ 100%. All faculty members participated in on-site PD in the use of e-mailing, faxing and the hardware/software in use. Additionally, all faculty received 1/2 day training in internet access and 1/2 day training in its instructional use. All instructional areas have 100% internet connectivity, w/ at least 1 computer per area.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Explored various in-house standardized grade reporting systems in anticipation of FKHS being networked in SY 97-98. Adjusted strategy for textbook management: will pilot bar coding of English textbooks, collect and review data, and make determination if all textbooks will be bar coded.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	3.4	3.73	4.08
Co-Supporters	2.8	3.34	3.65
Co-Learners	2.1	2.79	3.27
Co-Teachers	2.9	3.52	3.66
Co-Advisors	3.0	3.25	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

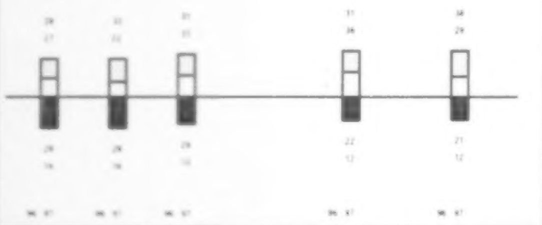
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership..... "Parent as Partner", in the endorsement of educational choices for their children, was achieved @ a 96% success rate. Automated voice mail system to increase school-home communication was purchased, pd'd and will be fully operational for SY 97-98. Benchmark of 90% return of parent survey re: home/school partnership program was exceeded.

Standardized Test Results

Grade 9

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	57	59	61	65	65
District	57	59	61	65	65
DDESS	56	58	60	56	58
Nation	50	50	50	50	50
# Students	147	147	147	147	147

Percent of Students in Each Quarter

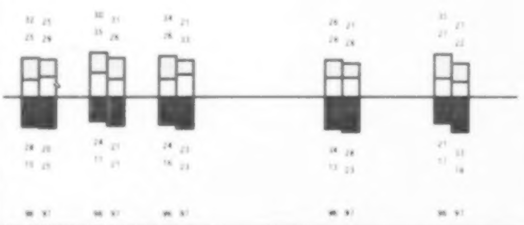


☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

Grade 10

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	54	55	54	49	53
District	54	55	54	49	53
DDESS	56	60	60	58	60
Nation	50	50	50	50	50
# Students	138	136	135	136	135

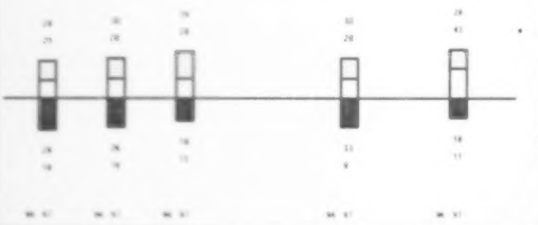
Percent of Students in Each Quarter



Grade 11

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	54	59	68	61	64
District	54	59	68	61	64
DDESS	50	56	56	56	56
Nation	50	50	50	50	50
# Students	116	116	116	116	116

Percent of Students in Each Quarter



☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

ACT Results		School	District	DDESS	Nation
% Participating	1996	86%	86%	36%	37%
	1997	77%	77%	35%	37%
Math Avg Score	1996	18.6	18.6	19.1	20.2
	1997	18.6	18.6	18.7	20.6
English Avg Score	1996	20	20	20.2	20.3
	1997	19.4	19.4	19.6	20.3

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Writing Assessment							
			Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
12	96	87	1%	20%	53%	26%	0%
12	97	105	1%	10%	41%	48%	0%

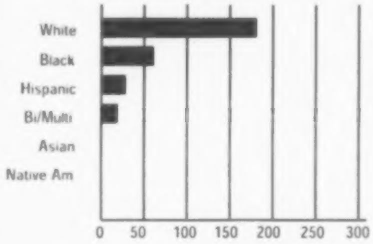
Fort Knox, KY

Department of Defense Education Activity
Kingsolver Elementary School (PK-3)
1996/97 School Profile

William Lyon, Principal

School Characteristics

Student Enrollment - 261



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	22	8%
PK-12	TAG	3	1%
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

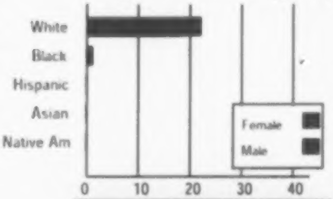
Grade	#
PreK	41
K	45
1	63
2	45
3	67
Total	261

Sponsor Affiliation	
Marine	1%
Army	97%
Navy	0%
Air Force	0%
Coast Guard	0%
Non-US Military	1%
US Civilians	1%
Non-US Civilians	0%

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	1
7-10	1
> 10	8

Mobility Rate
44% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	10.5
Special Education	1.5
Other Professionals	5.7

Teacher Education	
Degree	% Teachers
BA/BS	13%
MA/MS	81%
Doctorate	6%

Principal's Highlights

Kingsolver Primary School's Benchmark 3.8 and 10.8 blended efforts this school year to increase effective use of technology in school. Data demonstrated student increase in both keyboarding and word processing skills. Staff members increased their knowledge of specific educational software and the workings of a computer.

Benchmark 4.3 developed baseline data on math computation skills and the integration of a new science curriculum. Both of these activities will become long term actions to measure the increase of student learning and the success of our processes.

The Benchmark 8.1, Communication, sent a survey to parents to measure the school's success and needs for improvement. The vast majority of our parents find our communications to be effective. A parent shared this comment, "It's not just a school, it's a family that cares about each other, specifically their education, the students and their welfare."

It is all the Benchmark strategies and action plans together that allow parents and staff to see improvement and success. We plan to continue searching for creative and effective methods for meeting our improvement goals.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Staff & student skills were increased in electronic research, card catalog, word processing and keyboarding. School keyboarding skills increased the GWPM by 7.4 and accuracy by 2%. Specific grade level accuracy increased an average of 3% and GWPM by 1.2%.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

To increase math proficiency, timed math tests were given each week to grades 1-3. Indicator of success was to lower the bottom quarter by 25% which was achieved. We implemented the new science curriculum decreasing the number of students performing in the bottom quarter.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Kingsolver staff were involved in a variety of professional development activities including our main focus of Systematic Training for Effective Parenting provided to staff members and offered to parents. School staff members provided building level training on individual pieces of computer software for the classroom and media center related software.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Selection of software for Benchmark areas of math, science and keyboarding is being inventoried for publication and distribution to all certified teachers with expectations of evaluations and implementation. Staff members were trained in the use of selected software and maintain a degree of success in implementing selected software.

Average Ratings of SHIP Progress			
Tier	School	District	DDESS
Co-Communicators	4.0	3.73	4.08
Co-Supporters	3.9	3.34	3.65
Co-Learners	2.9	2.79	3.27
Co-Teachers	3.9	3.52	3.66
Co-Advisors	3.4	3.28	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

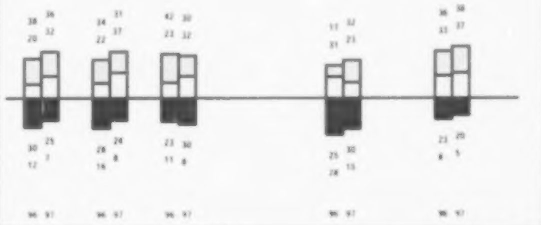
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
To increase School-Home Partnership, Welcome Packets were prepared for current and future use. PhoneMaster, information system, stressed staff log of messages sent to families. Number of "calls out" tripled this year. Classroom Address/Phone lists increased parent access. Parents evaluated communication efforts as effective in all nine areas surveyed.

Standardized Test Results

Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	67	65	62	62	71
District	67	66	61	63	67
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	59	59	60	60	60

Percent of Students in Each Quarter



☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science

NOT APPLICABLE

1997 Median Percentiles for: **School**
District
DDESS
Nation
# Students

Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science

Percent of Students in Each Quarter

NOT APPLICABLE

☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

ACT Results		School	District	DDESS	Nation
% Participating	1996	N/A	86%	36%	37%
	1997	N/A	77%	35%	37%
Math Avg Score	1996	N/A	18.6	19.1	20.2
	1997	N/A	18.6	18.7	20.6
English Avg Score	1996	N/A	20	20.2	20.3
	1997	N/A	19.4	19.6	20.3

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

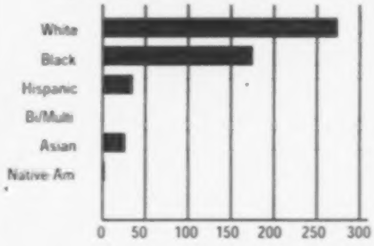
Fort Knox, KY

Department of Defense Education Activity
Macdonald Intermediate School (4-6)
1996/97 School Profile

Nan Spalding, Principal

School Characteristics

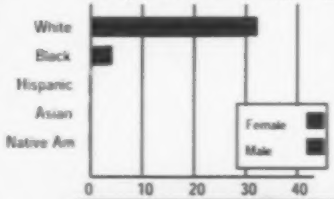
Student Enrollment - 378



Grade	#
4	130
5	140
6	108
Total	378

Sponsor Affiliation	
Marine	1%
Army	98%
Navy	<.5%
Air Force	<.5%
Coast Guard	0%
Non-US Military	<.5%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	51	13%
PK-12	TAG	57	15%
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	0
7-10	1
> 10	31

Mobility Rate
30% Per Year

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	21
Special Education	3
Other Professionals	10.5

Teacher Education	
Degree	% Teachers
BA/BS	14%
MA/MS	86%
Doctorate	0%

Principal's Highlights

The Macdonald Intermediate School community serves students in grades 4-6. The socioeconomic status of our families is wide, the ethnic composition of the student body is 46% minority. We celebrate our diverse backgrounds with the involvement of our parents and community. Parents participated this year by preparing lobby displays, making presentations, and sharing their heritages in other ways. During our Hispanic celebration one parent added to our permanent collection of Hispanic artifacts with gifts to the school from her private collection.

Our students were very successful this year in academics as well as in extra-curricular activities. Reading achievement increased on the average of more than one grade equivalency per student as measured by the Gates-MacGinitie reading test. Twenty-four students received superior ratings at the state solo and ensemble festival. Forty students have participated in individualized computerized math and reading instruction which was offered as an extra-curricular activity before school four mornings a week.

This year, with the support of a majority of our parents, we introduced an optional uniform code of dress. For those who participated, we believe it was successful.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

The technological proficiency at Macdonald Intermediate School was enhanced by completing installation of a building network, implementation of educational software via the network, and training of faculty and staff and the integration of technology with instruction.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The committee helped the science teachers with the implementation of the new science curriculum and the materials. The purchase of diagnostic math assessment materials was postponed in order to be in compliance with the district assessment plans for 1997-98. Plans were made to use results of the Comprehensive Test of Basic Skills to assess achievement.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Faculty participated in two days of training in Project Achieve (Proactive Plan for Student Behavior). One day of training in the areas of Curriculum Compacting and Differentiation for use in Mastery Teaching was provided. Faculty and staff participated in 20 mini workshops in technology in use of Power Point, Excel, Windows 95, and other educational software.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Keyboarding skills were taught in the computer lab. School and district databases were used in recording attendance, test scores, and human resource information. Internet capabilities for Macdonald School continued to be researched and developed through the District Technology Department and the Student Technology Committee.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.3**	**3.73**	**4.08**
Co-Supporters	**3.5**	**3.34**	**3.65**
Co-Learners	**2.9**	**2.79**	**3.27**
Co-Teachers	**3.8**	**3.52**	**3.66**
Co-Advisors	**3.3**	**3.25**	**3.36**

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

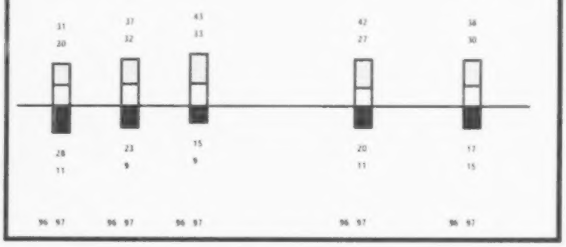
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
The number of parents eating lunch with their children increased from 50, in 1995, to 310 this school year. Parents who received the Project Achieve training felt it was informative and beneficial. On January 28, 70% of the parents had signed their children's daily assignment book establishing the baseline data.

Standardized Test Results

Grade 4

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	63	63	74	70	66
District	61	65	74	70	64
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	152	152	150	151	151

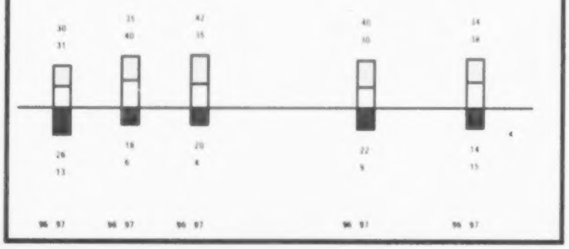
Percent of Students in Each Quarter



☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

Grade 5

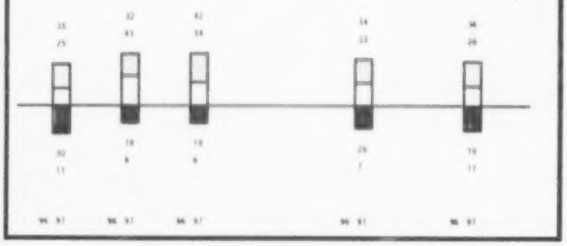
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	60	67	71	66	68
District	59	66	70	64	67
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	138	139	137	139	137



Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	59	64	68	65	63
District	58	64	68	63	65
DDESS	56	60	58	60	60
Nation	50	50	50	50	50
# Students	142	145	145	145	145

Percent of Students in Each Quarter



☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

ACT Results		School	District	DDESS	Nation
% Participating	1996	N/A	86%	36%	37%
	1997	N/A	77%	35%	37%
Math Avg Score	1996	N/A	18.6	19.1	20.2
	1997	N/A	18.6	18.7	20.6
English Avg Score	1996	N/A	20	20.2	20.3
	1997	N/A	19.4	19.6	20.3

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
4	96	102	0%	0%	17%	83%	0%
4	97	169	0%	1%	28%	71%	0%

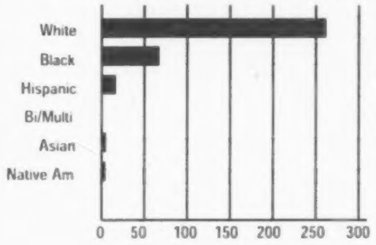
Fort Knox, KY

Department of Defense Education Activity
Mudge Elementary School (PK-3)
1996/97 School Profile

Roger Richardson, Principal

School Characteristics

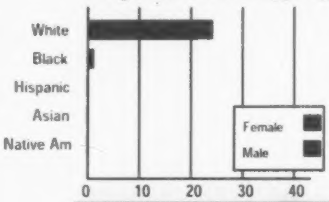
Student Enrollment - 330



Grade	#
PreK	59
K	76
1	73
2	70
3	52
Total	330

Sponsor Affiliation	
Marine	2%
Army	98%
Navy	<.5%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	27	8%
PK-12	TAG	8	2%
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	5
7-10	2
> 10	12

Mobility Rate
51% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	19
Special Education	1.5
Other Professionals	2.5

Teacher Education

Degree	% Teachers
BA/BS	4%
MA/MS	96%
Doctorate	0%

Principal's Highlights

Implementation of the SIP at Mudge School resulted in significant improvement of grade 3's standardized test scores. Comparisons of 95-96 and 96-97 CTBS/4 scores indicate dramatic gains in reading (46th %tile to 57th %tile), math (39th to 51st), science (44th to 58th), and total battery (45th to 59th).

CTBS data indicates that student learning in math and science increased across all levels of achievement. The percentage increase of pupils in math in the 51% - 75% quartile was 12.2% while the decrease in the lowest quartile was 24.9%. The percentage increase of pupils in science in the top quartile was 17.4% while the decrease in the lowest quartile was 17.2%.

On Mudge's Math Curriculum Tests K-3 pupil scores increased 2-16% in six areas. The percentage of the enrollment receiving awards for math achievement were: Commendable Progress - 22%; Scholarship - 23%; and Outstanding Achievement (above grade level) 19%.

A Mudge Management Advisory Team representing all stakeholders began to function during this school year.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

To increase the students' technological proficiency, computer lab time was increased to forty-five minutes twice a week. Classroom computer usage was increased after teachers determined specific skills that students needed to become independent users of technology and provided appropriate instruction. Staff members had extensive training in using software.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Third grade students scored significantly higher this spring in math and science on CTBS/4. K-3 pupil scores on Mudge's Math Curriculum Tests were also significantly higher. Individual math goals were written for students. Pupils were recognized for math achievement on Honors Day. A new science program supported by inservice improved science achievement.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Inservice which supported all benchmarks was conducted at the building and district level in math and science (AIMS), Project Achieve, Total Quality Education, School Improvement Process, and technology. Inservice was also provided to all staff in Mastery Learning. After additional research a Mastery Learning Plan was developed for implementation in SY97-98.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Additional pentium multimedia computers, printers, and support equipment have been purchased and installed in kindergarten and resource classrooms. More software was purchased for all computers. Activities undertaken by the faculty and staff to improve the quality of instruction using technology were successful.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	3.9	3.73	4.08
Co-Supporters	3.6	3.34	3.65
Co-Learners	3.0	2.79	3.27
Co-Teachers	3.9	3.52	3.66
Co-Advisors	3.6	3.25	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

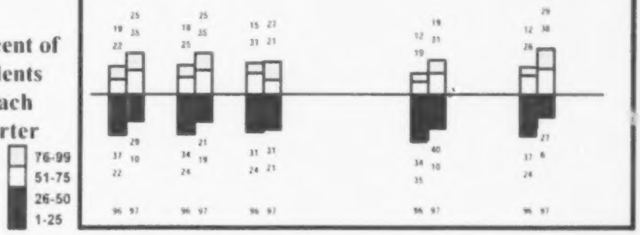
All tiers of the School-Home Partnership had additional new activities this year. Parent learning group topics included Conferencing, Project Achieve Discipline Techniques at Home, and Parent/Child Science Fair Projects. Other successful activities included group conferences, class observations, tutoring, advisory committees, and development of informational brochures.

Standardized Test Results

Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	57	58	48	51	58
District	67	66	61	63	67
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	48	48	48	48	48

Percent of Students in Each Quarter



Benchmark 3.1			Benchmark 4.3	
Read	Lang	Soc Stdy	Math	Science

NOT APPLICABLE

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School					
District					
DDESS					
Nation					
# Students					

Percent of Students in Each Quarter

NOT APPLICABLE

☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

ACT Results		School	District	DDESS	Nation
% Participating	1996	N/A	86%	36%	37%
	1997	N/A	77%	35%	37%
Math Avg Score	1996	N/A	18.6	19.1	20.2
	1997	N/A	18.6	18.7	20.6
English Avg Score	1996	N/A	20	20.2	20.3
	1997	N/A	19.4	19.6	20.3

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Writing Assessment							
			Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

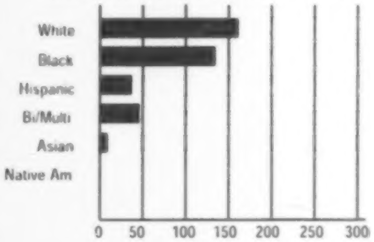
Fort Knox, KY

Department of Defense Education Activity
Pierce Elementary School (PK-3)
1996/97 School Profile

Youlanda Washington, Principal

School Characteristics

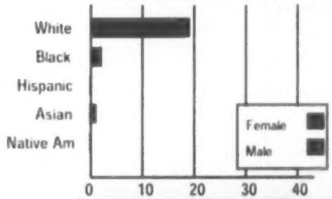
Student Enrollment - 310



Grade	#
PreK	47
K	74
1	51
2	67
3	71
Total	310

Sponsor Affiliation	
Marine	1%
Army	98%
Navy	<.5%
Air Force	1%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	37	12%
PK-12	TAG	9	3%
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	5
7-10	1
> 10	16

Mobility Rate
57% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	18
Special Education	2
Other Professionals	2

Teacher Education

Degree	% Teachers
BA/BS	10%
MA/MS	90%
Doctorate	0%

Principal's Highlights

The staff, students and parents began the year with a salute to the U.S.A. Our opening day celebration featured our superintendent, our school winner of an essay contest entitled, "Living In A Global Society, and the U.S.A. Armed Forces. We sang patriotic songs and waved our flags as we saluted the men and women (parents) of the armed forces. Our culminating activity focused on "Celebrate the U.S.A." Our children (300) performed songs, dances, and recited speeches pertaining to events in the history of the U.S.A. The audience comprised of 610 parents, friends, and guests.

Other school wide activities that focused on the involvement of the staff, students, and parents were: Book Character Dress-Up Day, with 180 students and 70% of the staff participating. Mother Goose Puppet Contest, with 285 participating with parents' help.

Finally, the parental participation in our national TV Turn-Off weeks activity landed the Principal on the roof for 8 hours. The parents and students gave up 4000 hours of television. In place of television, parents and students focused on reading and other family related activities. A collaborative learning activity spread across the core curriculum. A video was made and sent home for the parents to view with their children.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Keyboarding tests were administered in October and May to students in grades 1-3. The GWPM and % Correct were calculated. The goal was to demonstrate 80% correct or better on the post test. Significant increases were obtained in all grades. For example, at the 3rd grade level, the GWPM increased from 10.6 to 15.2 and the % Correct increased from 88% to 90%.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The school yard habitat activity linked all disciplines, especially math and science. The habitat is maintained by Ms. Cox's Class, parent and community helpers. A booklet and monument have been designed by Ms. Cox's class.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Nineteen teachers participated in an AIMS and MathLand inservice. The teachers video taped their lessons to review the implementation of the "Activities Integrating Math and Science" (AIMS).

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

The staff attended computer training during SY96/97 with the understanding that they were to incorporate the computer in the instructional day. Survey results showed teachers are at 59% apprentice level and 41% novice level with the implementation of basic computer skills.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.4**	**3.73**	**4.08**
Co-Supporters	**4.1**	**3.34**	**3.65**
Co-Learners	**4.0**	**2.79**	**3.27**
Co-Teachers	**4.3**	**3.52**	**3.66**
Co-Advisors	**3.6**	**3.25**	**3.36**
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Our parent tour luncheons serve as a teaching/learning time for our parents. This activity serves as an opportunity to share the SIP, review the daily operation of the school, and have parents participate in a lesson with their child.

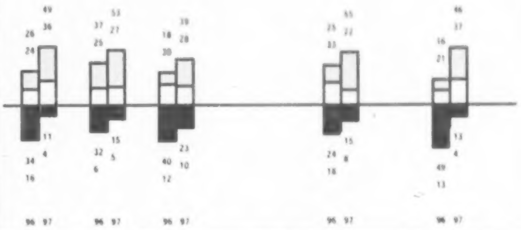
Standardized Test Results

Grade 3

1997 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	76	76	66	79	72
District	67	66	61	63	67
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	73	74	71	73	71

Percent of Students in Each Quarter



☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science

NOT APPLICABLE

1997 Median Percentiles for: **School** **District** **DDESS** **Nation**

# Students

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science

Percent of Students in Each Quarter

☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

NOT APPLICABLE

ACT Results					
		School	District	DDESS	Nation
% Participating	1996	N/A	86%	36%	37%
	1997	N/A	77%	35%	37%
Math Avg Score	1996	N/A	18.6	19.1	20.2
	1997	N/A	18.6	18.7	20.6
English Avg Score	1996	N/A	20	20.2	20.3
	1997	N/A	19.4	19.6	20.3

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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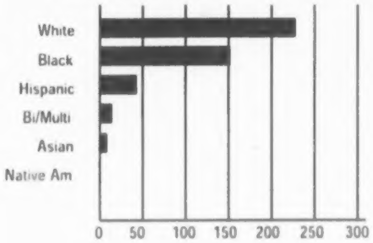
Fort Knox, KY

Department of Defense Education Activity
Scott Middle School (7-8)
1996/97 School Profile
Cora Wood, Principal

School Characteristics

Student Enrollment - 427



Grade	#
7	220
8	207
Total	427

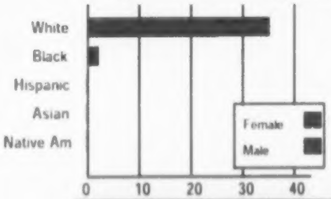
Sponsor Affiliation	
Marine	1%
Army	99%
Navy	0%
Air Force	< 5%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	< 5%

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	2
7-10	1
> 10	29

Mobility Rate
34% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	24.9
Special Education	3.4
Other Professionals	3

Teacher Education

Degree	% Teachers
BA/BS	8%
MA/MS	92%
Doctorate	0%

Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	34	8%
PK-12	TAG	42	10%
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Principal's Highlights

The mid-term progress report, distributed to every student during the middle of each nine week grading period, was a major focal point for the Scott Middle School community this year. Not only did it help to improve communication between the school and the home, but it was instrumental in helping to improve student achievement. The mid-term's design and implementation plan were derived through shared decision making, and the networked record keeping program, Oscar, was used to produce the final mid-term report for the year, a technological accomplishment involving the entire staff.

The Accelerated Reader Program, introduced to Scott staff and students with increased emphasis this year, was a second focal point. Additional literature and corresponding software, coupled with a "store" full of prizes (incentives furnished by the PTO), motivated students and teachers to actively participate in a program to enhance reading achievement. Almost eighty percent (80%) of the student body participated in the program.

Technology took a monumental leap at the close of the year as the connection to Internet was completed. "Surfing the Net" and E-mail will be focal points in next year's plan.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Word processing skills improved 31.89% for 7th grade students and 32.41% for 8th grade students. Keyboarding accuracy improved 4.07% for 7th grade students and 2.07% for 8th grade students. Seventh grade students demonstrated an increase of 5.62 wpm, and eighth grade students increased by 1.52 wpm.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Calculation/computation received special emphasis in mathematics. The Brigance Diagnostic Comprehensive Inventory of Basic Skill, used as both a pre-test and post-test, indicated significant student achievement. This data was confirmed by results from the CTBS/4. Problem-solving and the scientific method were special areas of focus for science instruction.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Staff development included training in technology (SCORES grading program, using Oscar to develop the mid-term report, software available on the network, and technology use throughout the media center), adapting curriculum/instruction for gifted/talented students, gang awareness, writing and math portfolio assessment, and the Accelerated Reader Program.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

A mid-term progress report for students/parents was initiated at the beginning of the school year and implemented each nine weeks for every student. During the last nine weeks a computerized version of the report was generated using Oscar, the school's networked record keeping program. Teacher training was conducted on the computerized version of the process.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	3.4	3.73	4.08
Co-Supporters	2.9	3.34	3.65
Co-Learners	2.5	2.79	3.27
Co-Teachers	2.8	3.52	3.66
Co-Advisors	3.1	3.25	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

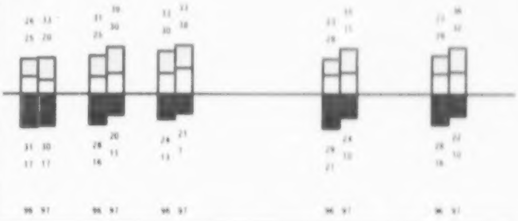
The mid-term progress report was implemented, and a significant improvement in students' grades was evidenced. Between the issuing of the mid-term report and the nine-week report, 40% of those 7th grade students with two or more D's or F's improved their grades while 68% of the 8th grade students with two or more D's or F's improved their grades.

Standardized Test Results

Grade 7

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	55	65	66	62	65
District	55	65	66	62	65
DDESS	56	62	58	56	56
Nation	50	50	50	50	50
# Students	197	197	198	198	198

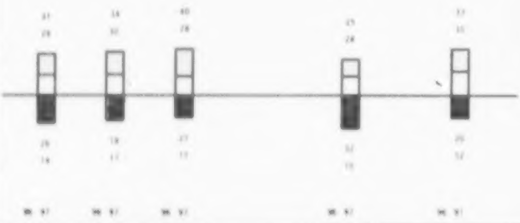
Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

Grade 8

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	63	65	65	53	64
District	63	65	65	53	64
DDESS	54	62	58	54	60
Nation	50	50	50	50	50
# Students	180	180	178	179	178



1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School					
District					
DDESS					
Nation					
# Students					

Percent of Students in Each Quarter

NOT APPLICABLE

76-99
51-75
26-50
1-25

ACT Results		School	District	DDESS	Nation
% Participating	1996	N/A	86%	36%	37%
	1997	N/A	77%	35%	37%
Math Avg Score	1996	N/A	18.6	19.1	20.2
	1997	N/A	18.6	18.7	20.6
English Avg Score	1996	N/A	20	20.2	20.3
	1997	N/A	19.4	19.6	20.3

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Commercial Phone:
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Writing Assessment							
			Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
7	97	199	0%	1%	14%	86%	0%
8	96	171	0%	1%	14%	85%	0%

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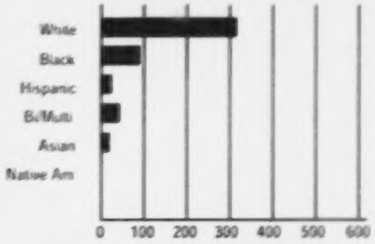
Fort Knox, KY

Department of Defense Education Activity
Van Voorhis Elementary School (PK-3)
1996/97 School Profile

Joseph Medley, Principal

School Characteristics


Student Enrollment - 666

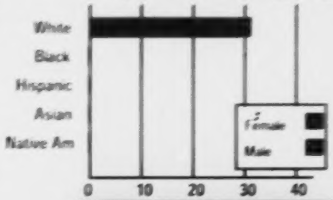
Grade	#
PreK	138
K	159
1	146
2	117
3	106
Total	666

Sponsor Affiliation	
Marine	< 5%
Army	98%
Navy	1%
Air Force	1%
Coast Guard	0%
Non-US Military	0%
US Civilians	< 5%
Non-US Civilians	0%

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	2
7-10	4
> 10	16

Mobility Rate
52% Per Year


Professional Staffing

School Staff

Category	FTE
Administrators	1
Classroom Teachers	19 1
Special Education	3 1
Other Professionals	3

Teacher Education

Degree	% Teachers
BA/BS	7%
MA/MS	93%
Doctorate	0%

Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	60	9%
PK-12	TAG	15	2%
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Principal's Highlights

The establishment of grade-level outcomes by the Student Technology Skills Committee gave Van Voorhis' Benchmark 3.10 committee a focus for assessment. Networking classrooms with library's card catalog is complete. In conjunction with 7.1, the 10.8 committee surveyed students and teachers on proficiency/usage of technology in Fall '96 and Spring '97. "Technology Portfolio" development for teachers to document inservice/training, collaboration with techno-buddies and classroom usage of acquired skills is in place.

The addition of two science labs and an outdoor environmental classroom were integrated into the 4.3 plan. A new math curriculum will provide new information for the database, as well as inservice opportunities at the building and district levels.

Technology was the focus of professional development this year, with new learning becoming part of portfolios and classroom plans.

The 8.1 initiative has been very successful this year, with over fifty parent volunteers working each week in our school. We will increase participation in curriculum issues through mini-trainings, presentations and media center assistance.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

Focus this year has been on keyboarding skills. Pretest in October and posttest in December of 1996 for one sixth-grade and one fourth-grade class was used as the baseline. Reconfiguration of grade levels at Van Voorhis next year will require a new baseline. District Student Technology Skills document will give focus for SY 97-98.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

Committee members decided to shift focus from assessment development in science to setting baseline data to align with the new science curriculum at midyear. New action plans were written to reflect the changes. Use of new science labs and the outdoor classroom along with curriculum will be measured against CTBS scores. The new math curriculum is due in August, 1997.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators

Building inservice focused on technology training with district technology department in order to bring staff to a common base-level knowledge. Additional inservice provided by the tech department for SY 96-97 was utilized by staff members. Progress was documented in "Technology Portfolios". The new math curriculum will be part of PD for SY 97-98.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

In conjunction with 7.1, the 10.8 committee surveyed students and teachers on proficiency/usage of technology in Fall 96 and Spring 97. "Technology Portfolio" was developed for teachers to document inservice/training, collaboration with techno-buddies and classroom usage of acquired technology skills.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	3.0	3.73	4.08
Co-Supporters	3.0	3.34	3.65
Co-Learners	1.9	2.79	3.27
Co-Teachers	3.4	3.52	3.66
Co-Advisors	2.7	3.25	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

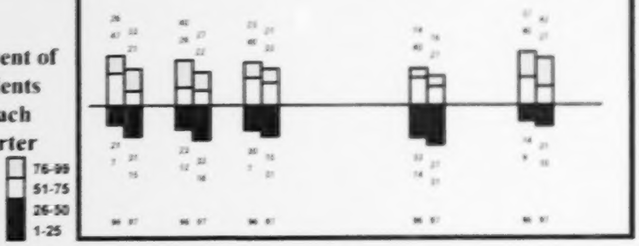
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Welcome Packet for new families developed last year was completed and distributed this school year. Parent/Teacher surveys identified needs and successes in two-way communication. School-based resources and parent inservice/trainings will be planned using data. The volunteer program was initiated with success; will continue and expand next year.

Standardized Test Results

Grade 3

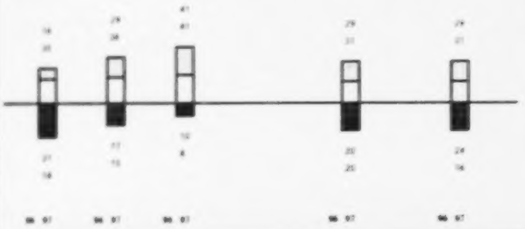
1997 Median Percentiles	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	57	52	56	46	64
District	67	66	61	63	67
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	48	49	48	49	48

Percent of Students in Each Quarter



Grade 4

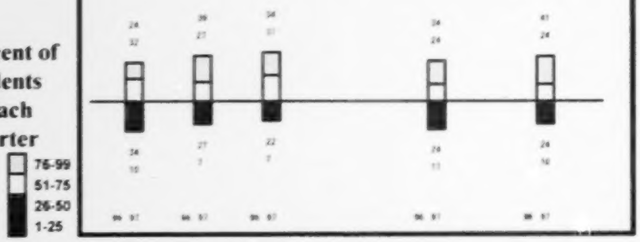
1997 Median Percentiles	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	51	64	72	58	59
District	61	65	74	70	64
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	49	52	49	49	49



Grade 5

1997 Median Percentiles	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	52	69	64	61	68
District	59	66	70	64	67
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	41	41	41	41	41

Percent of Students in Each Quarter



ACT Results		School	District	DDESS	Nation
% Participating	1996	N/A	86%	36%	37%
	1997	N/A	77%	35%	37%
Math Avg Score	1996	N/A	18.6	19.1	20.2
	1997	N/A	18.6	18.7	20.6
English Avg Score	1996	N/A	20	20.2	20.3
	1997	N/A	19.4	19.6	20.3

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Van Voorhis E S
5550 Folger St.
Fort Knox, KY 40121-2707

DSN Phone: 464-5854
Fax Number: (502) 624-7267
Commercial Phone:
(502) 624-5854

Writing Assessment

				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
4	96	43	3%	20%	38%	40%	0%
4	97	44	0%	5%	61%	34%	0%

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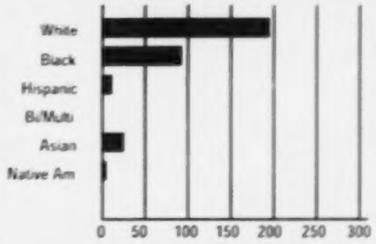
Fort Knox, KY

Department of Defense Education Activity
Walker Intermediate School (4-6)
1996/97 School Profile

Jo Garaboto, Principal

School Characteristics

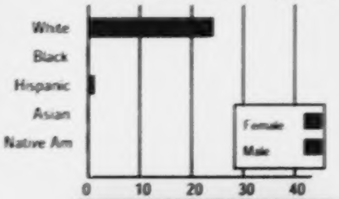
Student Enrollment - 351



Grade	#
4	133
5	114
6	104
Total	351

Sponsor Affiliation	
Marine	<5%
Army	99%
Navy	0%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	<5%
Non-US Civilians	0%

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	13
Special Education	3.5
Other Professionals	6.5

Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	43	12%
PK-12	TAG	9	3%
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	4
4-6	1
7-10	3
> 10	17

Mobility Rate
70% Per Year

Teacher Education

Degree	% Teachers
BA/BS	32%
MA/MS	60%
Doctorate	8%

Principal's Highlights

This year, Walker School "began with the end in mind" and developed grade-level critical learning elements for science, language arts, and social studies. The development of these critical elements assisted the staff in moving toward the use of authentic assessment measures in science. This clear focus on the goals of learning, supplemented with continuous authentic assessment of student learning through the use of "think tank" activities and science experiments resulted in science test scores increasing by one percentile point on the CTBS.

Although critical learning elements were not established by grade level for math, supplemental math materials that emphasized NCTM standards and authentic assessment measures were purchased and implemented in all classrooms. The use of these supplemental materials also resulted in an 8 point improvement in CTBS math scores.

Reading and Language Arts CTBS scores continue to be above the national average despite an 70% student mobility rate.

Use of a Referral Questions & Consultation process (RQC) for developing team-based interventions for specific at-risk students resulted in a reduction in the number of students referred for sp. ed. services.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Additional Alpha Smart computer systems were purchased for student use this SY, along with additional classroom computers and printers. Centralized Computer Lab instruction focused on sustainment of student keyboarding and word processing skills.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Walker School acquired additional tools for math education through the purchase of supplemental Mathland manipulative and consumable supplies for use in grades 1-6. Science proficiency standards were developed through the identification of critical elements of science knowledge for grades 1-6.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Team-based block planning time was used to support peer coaching initiatives in Reading Recovery-based instructional techniques, to develop curriculum-based critical elements in science, language arts, and reading, and to develop Project Achieve-based interventions for at-risk students. All staff received introductory training in word processing skills.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Sufficient quantities of additional computer workstations and printers were purchased to enable every classroom teacher to have at least one computer for personal classroom use. Based on an educational needs survey, initial and remedial instruction on basic software packages was provided to all teachers and administrative staff.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	3.4	3.73	4.08
Co-Supporters	3.0	3.34	3.65
Co-Learners	2.8	2.79	3.27
Co-Teachers	3.3	3.52	3.66
Co-Advisors	3.2	3.25	3.36
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

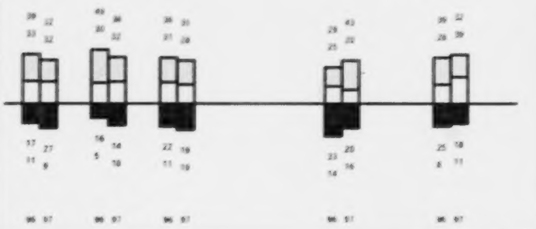
Initiatives used to improve home-school partnership implementation included sustainment of the weekly Walker School Bulletin, expanded use of homework assignment notebooks for two-way parent-teacher communications, and increased formal and informal opportunities for parental involvement in both routine and special school activities.

Standardized Test Results

Grade 3

1997 Median Percentiles	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	66	66	68	68	66
District	67	66	61	63	67
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	44	44	43	44	44

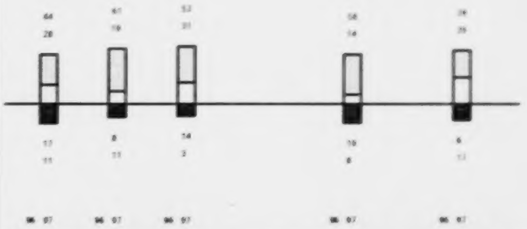
Percent of Students in Each Quarter



- ☐ 76-99
- ☐ 51-75
- ■ 26-50
- ■ 1-25

Grade 4

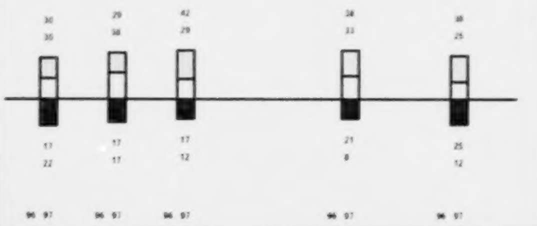
1997 Median Percentiles	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	69	83	81	79	70
District	61	65	74	70	64
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	36	36	36	36	36



Grade 5

1997 Median Percentiles	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	64	59	61	67	62
District	59	66	70	64	67
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	23	24	24	24	24

Percent of Students in Each Quarter



- ☐ 76-99
- ☐ 51-75
- ■ 26-50
- ■ 1-25

ACT Results		School	District	DDESS	Nation
% Participating	1996	N/A	86%	36%	37%
	1997	N/A	77%	35%	37%
Math Avg Score	1996	N/A	18.6	19.1	20.2
	1997	N/A	18.6	18.7	20.6
English Avg Score	1996	N/A	20	20.2	20.3
	1997	N/A	19.4	19.6	20.3

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Walker IS
5549 Conroy Ave.
Fort Knox, KY 40121-2707

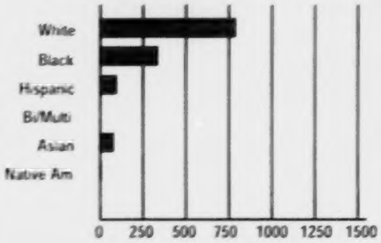
DSN Phone: 464-8348
Fax Number: (502) 624-6759
Commercial Phone:
(502) 624-8348

Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
4	96	34	3%	35%	59%	3%	0%
4	97	39	0%	15%	54%	31%	0%

Department of Defense Education Activity
Laurel Bay Schools (PK-6)
1996/97 District Profile
Thomas J. Silvester, Superintendent

District Characteristics

Student Enrollment - 1,222



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	144	12%
PK-12	TAG	254	21%
PK-12	ESL	N/A	N/A
Students Taking AP Courses		N/A	N/A

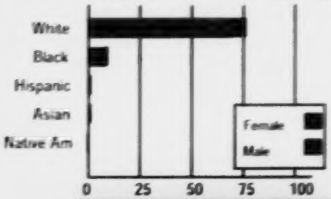
Grade	#
PreK	135
K	184
1	174
2	173
3	147
4	157
5	131
6	121
Total	1222

Sponsor Affiliation	
Marine	94%
Army	1%
Navy	6%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Teacher Experience	
Years	Teachers
New	2
1-3	6
4-6	16
7-10	8
> 10	51

Mobility Rate
35% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	4
Classroom Teachers	67
Special Education	10
Other Professionals	6

Teacher Education	
Degree	% Teachers
BA/BS	40%
MA/MS	58%
Doctorate	2%

Superintendent's Highlights

The newly created South Carolina DDESS District (comprised of Laurel Bay Marine Corp. Air Station at Beaufort and Fort Jackson in Columbia) met the challenge of consolidation during the 1996-97 school year.

Under the pilot initiative called "Stream-lining for Quality," the two school systems began the process of combining functions, right-sizing, elimination of excess positions, and sharing resources. Several joint staff development meetings focused on inventory of the curriculum and identification of "best practices". Quality time was spent on the accomplishment of benchmarks and efforts were made to align curriculum programs with National Standards.

In its first year of existence, the newly consolidated district distinguished itself by winning several awards, the most notable of which was the selection of Hood Street School as a National Blue Ribbon Winner.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

In 1996-97 students experienced greater access to electronic portfolios and with integrating technology in all areas of the arts and academic areas. They participated in keyboarding programs, retrieved information from electronic encyclopedias and presented multimedia projects.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Students were introduced to higher level thinking math and science activities that were assessed using teacher-made assessment tools. The use of manipulatives was expanded from the previous year. A new math series was piloted and results will be analyzed.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Math inservice was provided to connect NCTM standards to curriculum and classroom activities. On-site seminars on alternative assessment were provided and resulted in the implementation of new assessment tools. Training sessions on the Internet, web site, e-mail, power point and word processors were provided.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Teachers and administrators received training on the use of updated hardware and effective research-based software. Teachers were trained on the use of specialized computer software within the classroom. Administrators incorporated the DSAMMS inventory/property management system on a district wide basis.

Average Ratings of SHP Progress		
Tier	**District**	**DDESS**
Co-Communicators	3.76	4.08
Co-Supporters	3.11	3.65
Co-Learners	2.94	3.27
Co-Teachers	3.28	3.66
Co-Advisors	3.00	3.36

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

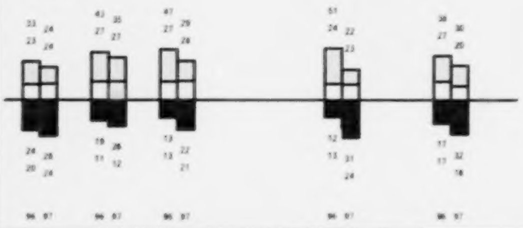
Parental participation increased through involvement of multi-cultural parents as resources and using parents as co-teachers in the classroom. A military mentoring/tutoring program was begun. Parent volunteer hours increased from the previous year.

Standardized Test Results

Grade 4

1997 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.3**	
	Read	Lang	Soc Stdy	Math	Science
District	48	65	57	50	56
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	131	131	130	131	130

Percent of Students in Each Quarter

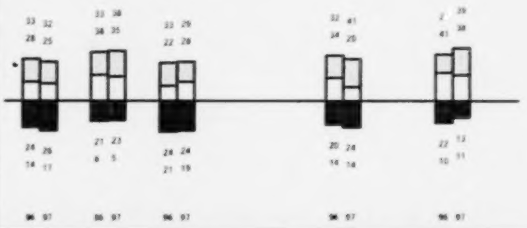


▯ 76-99
▯ 51-75
■ 26-50
■ 1-25

Grade 5

1997 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.3**	
	Read	Lang	Soc Stdy	Math	Science
District	57	72	57	61	76
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	127	127	127	127	127

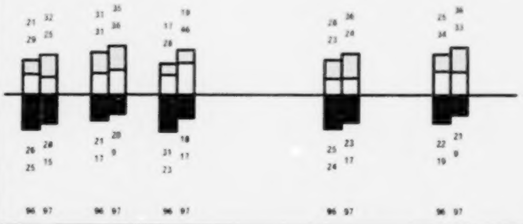
Percent of Students in Each Quarter



Grade 6

1997 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.3**	
	Read	Lang	Soc Stdy	Math	Science
District	61	71	65	60	76
DDESS	56	60	58	60	60
Nation	50	50	50	50	50
# Students	117	117	117	117	117

Percent of Students in Each Quarter



▯ 76-99
▯ 51-75
■ 26-50
■ 1-25

SAT Results				
		District	DDESS	Nation
% Participating	1996	N/A	46%	41%
	1997	N/A	49%	41%
Math Avg Score	1996	N/A	477	508
	1997	N/A	481	511
Verbal Avg Score	1996	N/A	485	505
	1997	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

South Carolina DDESS Schools
Laurel Bay, SC 29902

DSN Phone:
Fax Number: (803) 846-6316
Commercial Phone:
(803) 846-6105

Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable	

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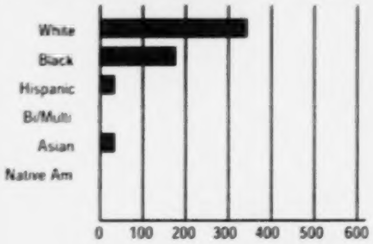
Laurel Bay, SC

Department of Defense Education Activity
Laurel Bay Intermediate School (3-6)
1996/97 School Profile

Celeste Prince-Brown, Principal

School Characteristics

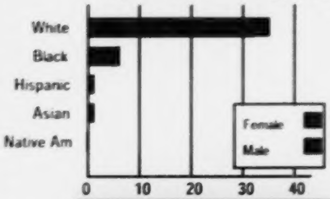
Student Enrollment - 556



Grade	#
3	147
4	157
5	131
6	121
Total	556

Sponsor Affiliation	
Marine	94%
Army	0%
Navy	6%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	**Special Education**	**68**	12%
PK-12	TAG	79	14%
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	4
4-6	10
7-10	3
> 10	23

Mobility Rate
32% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	33
Special Education	5
Other Professionals	3

Teacher Education

Degree	% Teachers
BA/BS	48%
MA/MS	50%
Doctorate	2%

Principal's Highlights

Laurel Bay Intermediate School is committed to provide students with an education that challenges and inspires them to be responsible citizens and lifelong learners.

The newly-developed military mentoring program has increased opportunities for active-duty parents to become involved in the life of the school. Family Math workshops were provided, as well as parenting sessions on student health issues. The number of books read by our students has increased dramatically as evidenced by a growing library circulation. Library books were also being used for classroom reading instruction which enabled teachers to provide instructional programs that were more often relevant and meaningful to our students.

During the past year, students increased thier technological proficiency: keyboarding speed and accuracy increased and word processing skills now include the integration of graphics. An increased number of students conducted experiments for our Science Fair, demonstrating increased knowledge and understanding of the scientific method. Our School-Home partnership was strenghtened through use of Family Math nights and our Parent Center.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Students improved their keyboarding and word processing skills as a result of direct instruction in weekly computer classes, including the ability to integrate graphics into their word processing efforts. Classroom video productions also increased as did the number of students involved in the production of "LBS" Morning Show.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The use of experimentation and hands-on instruction in math and science was increased as a result of continuing staff development. A school-wide Science Fair showcased advanced achievement in science and increased undertanding of the scientific method by students in grades 3 through 6. Field trips and guest speakers focused on science objectives and curriculum.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Professional development focused on three areas: effective math/science instruction, Reading Renaissance/Accelerated Reader, and inclusion of special needs students. An increased number of teachers participated in activities provided by the Lowcountry Math and Science Hub. Teacher interests, needs, and areas of expertise were identified.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Multimedia pentium computers were added to every homeroom and special education classroom, and computers were placed in all special area classes. A district-wide property management control system was implemented, and administrative office areas now have access to the Internet through the local military network.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**3.9**	**3.76**	**4.08**
Co-Supporters	**3.2**	**3.11**	**3.65**
Co-Learners	**3.1**	**2.94**	**3.27**
Co-Teachers	**3.4**	**3.28**	**3.66**
Co-Advisors	**3.2**	**3.00**	**3.36**
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

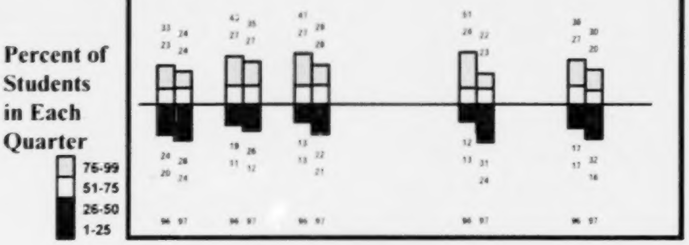
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

A Parent Center was set up within the school. Resources were provided in the Center for parents to use to improve parenting skills and to support their children's academic progress. Parents were involved in the School-Home Partnership process. A military mentoring/tutoring program was begun, and a database of parent volunteers was developed.

Standardized Test Results

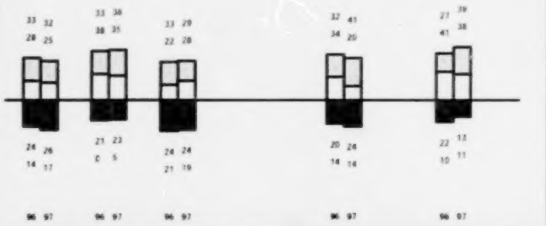
Grade 4

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	48	65	57	50	56
District	48	65	57	50	56
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	131	131	130	131	130



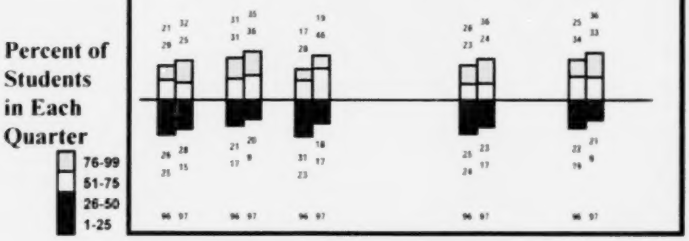
Grade 5

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	57	72	57	61	76
District	57	72	57	61	76
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	127	127	127	127	127



Grade 6

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	61	71	65	60	76
District	61	71	65	60	76
DDESS	56	60	58	60	60
Nation	50	50	50	50	50
# Students	117	117	117	117	117



SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	N/A	46%	41%
	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
	1997	N/A	N/A	481	511
Verbal Avg Score	1996	N/A	N/A	485	505
	1997	N/A	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Laurel Bay I S
Laurel Bay Schools
Laurel Bay, SC 29902

DSN Phone:
Fax Number: (803) 846-9283
Commercial Phone:
(803) 846-6363

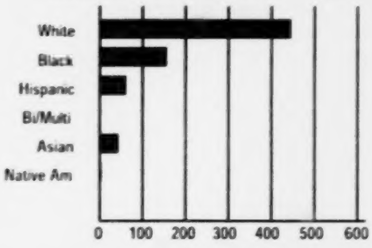
Writing Assessment							
				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Laurel Bay, SC

Department of Defense Education Activity
Laurel Bay Primary School (PK-2)
1996/97 School Profile

Jan Long, Principal

School Characteristics


Student Enrollment - 666

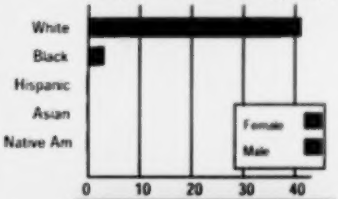
Grade	#
PreK	135
K	184
1	174
2	173
Total	666

Sponsor Affiliation	
Marine	94%
Army	1%
Navy	5%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Teacher Experience

Years	Teachers
New	1
1-3	2
4-6	6
7-10	5
> 10	28

Mobility Rate
37% Per Year


Professional Staffing

School Staff

Category	FTE
Administrators	2
Classroom Teachers	34
Special Education	5
Other Professionals	3

Teacher Education

Degree	% Teachers
BA/BS	33%
MA/MS	65%
Doctorate	2%

Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	76	11%
PK-12	TAG	175	26%
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Principal's Highlights

All staff members at Laurel Bay Primary were actively involved in revision of our Mission Statement in effects to align it more closely with the school philosophy and the DODEA Strategic Plan. Other stakeholders in this project, including parents and custodial staff members, participated in the numerous meetings. Staff members participated in the numberous meetings and draft revisions ensuring their input in the development of the statement.

Our Pre-K Program was able to accommodate the enrollment of all childern whose families had pursued registration. Students with identified special needs were mainstreamed into various parts of the regular pre-kindergarten and kindergarten programs.

Staff development opportunities were provided to introduce language arts and math standard. Other topics presented at in-service programs throughout this school year were: augmentative assisted education, behavior modification for ADHD students, responsive language vs. encouragement techniques, and concrete, manipulative math activities.

Through the concerted efforts of numerous members of our staff, Parent Participation increased in many tiers of the School-Home Partnership program.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

As a result of a complete centralization of software holdings through-out the school, students were exposed to more computer sofware this year, which enhanced thier technological proficiency.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

An increase in the use of manipulatives was evident in all classrooms. Math and science manipulative materials were purchased to support the goals and objectives of the programs.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Individual teachers attended HUB math and science workshops. Math in-service was provided to connect NCTM Standards to classroom activities. In-service about the inclusion of special needs students and working with ADHD students was provided. The staff development committee assured in-service accountability for each of the in-service sessions.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

The administrative local area network is established. Plans continue to be developed for connecting both of our schools and the district office into one system.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**3.6**	**3.76**	**4.08**
Co-Supporters	**3.0**	**3.11**	**3.65**
Co-Learners	**2.8**	**2.94**	**3.27**
Co-Teachers	**3.1**	**3.28**	**3.66**
Co-Advisors	**2.8**	**3.00**	**3.36**
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Parent participation increased through their being included in the Mission Statement Revision; by seeking their assistance as co-teachers in the classroom; by their assisting with the School-Home Partnership self-evaluation process. A list of multi-cultural parents who were willing to serve as linguistic volunteers was developed and maintained.

Standardized Test Results

1997
Median
Percentiles
for: **School**
District
DDESS
Nation
# Students

Percent of Students in Each Quarter

☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

Benchmark 3.1 **Benchmark 4.3**

Read Lang Soc Stdy Math Science

NOT APPLICABLE

Benchmark 3.1 **Benchmark 4.3**

Read Lang Soc Stdy Math Science

NOT APPLICABLE

1997
Median
Percentiles
for: **School**
District
DDESS
Nation
# Students

Percent of Students in Each Quarter

☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

Benchmark 3.1 **Benchmark 4.3**

Read Lang Soc Stdy Math Science

NOT APPLICABLE

SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	N/A	46%	41%
	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
	1997	N/A	N/A	481	511
Verbal Avg Score	1996	N/A	N/A	485	505
	1997	N/A	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Laurel Bay P S
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Laurel Bay, SC 29902

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Writing Assessment							
				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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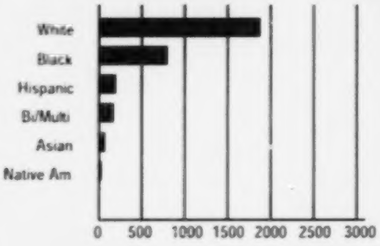
Department of Defense Education Activity
Camp Lejeune Dependents Schools (PK-12)
1996/97 District Profile
Elaine B. Hinman, Superintendent

District Characteristics

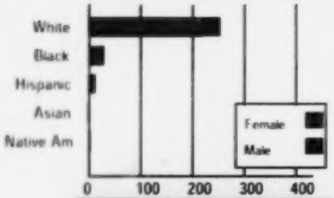
Student Enrollment - 3,450



Grade	#
PreK	308
K	415
1	362
2	326
3	307
4	276
5	242
6	245
7	197
8	197
9	245
10	141
11	98
12	91
Total	3450

Sponsor Affiliation	
Marine	90%
Army	< 5%
Navy	10%
Air Force	0%
Coast Guard	0%
Non-US Military	< 5%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	306	9%
PK-12	TAG	153	4%
PK-12	ESL	N/A	N/A
Students Taking AP Courses		56	29%

Teacher Experience

Years	Teachers
New	1
1-3	17
4-6	32
7-10	45
> 10	153

Mobility Rate
28% Per Year

School Staff

Category	FTE
Administrators	14
Classroom Teachers	222
Special Education	22
Other Professionals	27.5

Teacher Education

Degree	% Teachers
BA/BS	51%
MA/MS	46%
Doctorate	2%

Superintendent's Highlights

The DODEA Community Strategic Plan and the School Improvement Process proved to be the cornerstone for our SACS 5-year ccreditation visits to seven of our Camp Lejeune Dependents Schools. The Strategic Plan and the School Improvement Process served us well as a familiar vehicle for addressing educational improvement within the district during the required self-evaluation and team visits.

We are particularly pleased with the successful implementation of a universal 4-year old pre-school program with an initial enrollment of 358 students in September 1997. This emphasis on Goal 1 had a significant impact on our very youngest learners. Data from parent surveys were used as one measure of program success. The pre-school program integrated strong components of Goal 7, Staff Development, and Goal 8, Parental Participation.

District and school material and book orders were coded with a field to indicate the applicable Benchmark. This accountability tool assured that our resources followed our Benchmark priorities.

PC Computer Labs were added at Lejeune High School and Brewster Middle School. Staff Development provided opportunities for staff to become more proficient in the use of technology to enhance instruction.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Students throughout the Camp Lejeune School system have shown outstanding integrated classroom products and projects by using word processors, spreadsheets, databases, multimedia software, and various technology hardware. Usage of all technology has increased approximately 30% from the previous year based on teacher observations.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The district implemented the 1996 Math Program Review incorporating the Standards of the National Council of Teachers of Mathematics. District standardized math test scores increased as follows: Grade 4 - 2 percentiles; Grade 5 - 6 percentiles; Grade 7 - 7 percentiles; Grade 8 - 5 percentiles; Grade 10 - 1 percentile.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The district implemented a teacher alternative evaluation process incorporating professional growth, student achievement, and focus on benchmarks. A university partnership promoted professional development and research-based instruction. A district-wide staff development committee met monthly to determine needs and to plan and implement workshops.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

The district designed and funded a school level LAN infrastructure to meet the DoDEA Technology Plan standards (installation scheduled for Summer 1997). The district implemented elementary computerized report cards during SY 96-97. An Instructional Systems Specialist/Technology position was added at the district level to provide leadership and vision.

Average Ratings of SHP Progress		
Tier	**District**	**DDESS**
Co-Communicators	**4.11**	**4.08**
Co-Supporters	**3.65**	**3.65**
Co-Learners	**3.29**	**3.27**
Co-Teachers	**3.72**	**3.66**
Co-Advisors	**3.48**	**3.36**

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

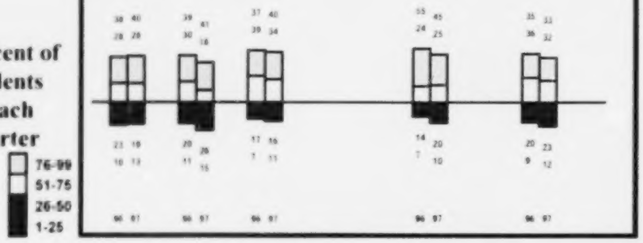
The district established baseline data through the DODEA School-Home Partnership Self-Evaluation. Parents served as co-decision makers in the SACS accreditation process and provided valuable input in the guidance program review and the preschool survey. A base point of contact was identified for the district to tap all available base resources for students.

Standardized Test Results

Grade 3

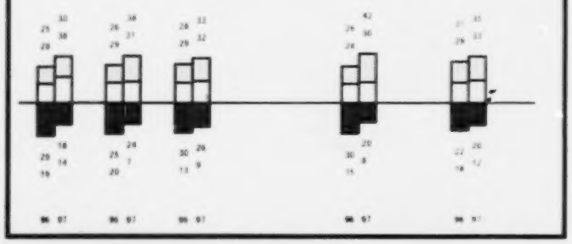
1997 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.3**	
	Read	Lang	Soc Stdy	Math	Science
for: **District**	66	65	68	71	62
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	289	289	289	289	289

Percent of Students in Each Quarter



Grade 7

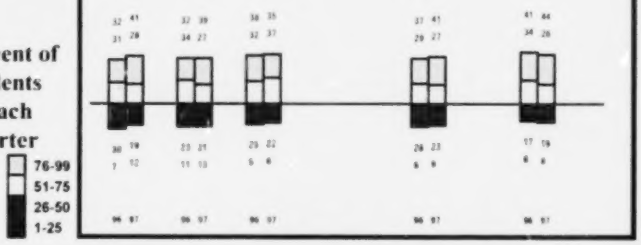
1997 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.3**	
	Read	Lang	Soc Stdy	Math	Science
for: **District**	64	67	64	71	66
DDESS	56	62	58	56	56
Nation	50	50	50	50	50
# Students	205	205	205	205	205



Grade 10

1997 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.3**	
	Read	Lang	Soc Stdy	Math	Science
for: **District**	69	65	70	70	71
DDESS	56	60	60	58	60
Nation	50	50	50	50	50
# Students	127	127	124	126	124

Percent of Students in Each Quarter



SAT Results		District	DDESS	Nation
% Participating	1996	72%	46%	41%
	1997	63%	49%	41%
Math Avg Score	1996	487	477	508
	1997	518	481	511
Verbal Avg Score	1996	486	485	505
	1997	518	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th

Camp Lejeune Dependents Schools
855 Stone St., Bldg. 855
Camp Lejeune, NC 28542-2520

DSN Phone: 484-2615/2461
Fax Number: (910) 451-2200
Commercial Phone:
(910) 451-2461

Writing Assessment

				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
4	96	314	2%	43%	52%	3%	0%
4	97	250	1%	33%	61%	5%	0%
6	96	240	3%	38%	55%	4%	0%
8	96	181	11%	43%	45%	1%	0%
8	97	192	3%	62%	35%	0%	0%
10	96	115	27%	58%	14%	1%	0%
10	97	139	17%	69%	11%	2%	0%

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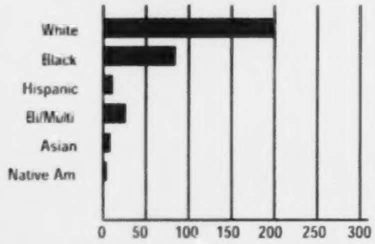
Camp Lejeune, NC

Department of Defense Education Activity
Berkeley Manor Elementary School (PK-5)
1996/97 School Profile

Rick Scroggs, Principal

School Characteristics

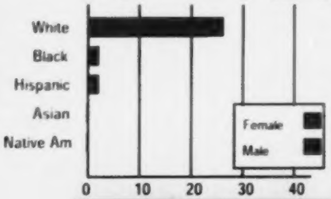
Student Enrollment - 308



Grade	#
PreK	41
K	42
1	45
2	49
3	45
4	46
5	40
Total	308

Sponsor Affiliation	
Marine	90%
Army	0%
Navy	10%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	36	12%
PK-12	TAG	N/A	N/A
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	3
7-10	9
> 10	14

Mobility Rate
18% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	25
Special Education	2
Other Professionals	2

Teacher Education

Degree	% Teachers
BA/BS	59%
MA/MS	38%
Doctorate	3%

Principal's Highlights

The Berkeley Manor Elementary School Improvement Team coordinated and provided oversight/feedback to the SIP/Benchmark Committees during planning and implementation phases. In its second year, the SIT became more articulate and comprehensive in its efforts to develop a student centered focus for the school. The SIT highlight for the term was a visitation by the SACS School Renewal Committee resulting in reaccreditation for the next cycle. That the SIT made the transition from SACS criteria to SIP benchmarks in just one year is a tribute to the staff and parents who worked closely in the best interest of our children.

Berkeley Manor continued its theoretical exploration of the Multiple Intelligences (MI) framework and we saw several action research projects spring to life: MI labs in a second grade inclusion classroom; portfolio assessment in Art rotation; use of Newton technology via the Grady Profile for assessment management; and development of a rubrics resource for consistency in performance assessment.

Standardized test and other performance data have been reviewed and continues to play a vital role in informing curricular decisions, materials procurement, and parent involvement and support.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

The system technology plan was adapted to meet school needs. Two computer labs were in place. Macintosh computers/software were purchased with a goal of three per room. Both system-wide and in-house staff development activities were planned and utilized to meet staff needs. Students earned "computer licenses" based on assessed performance skills.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Reviewed test scores and math program evaluation to determine strengths/weaknesses. Used teaching/grouping techniques for improved math instruction. Staff development was held to improve math and science instruction. Science lab was used by all grades. Macmillan science software was used with a laserdisc player for interactive science instruction.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators

Workshops identified by staff surveys and joint Staff Development and Curriculum & Instruction committees for SY 96-97 were: assessment, math, science, portfolios, rubrics, technology, discipline, conflict resolution and electronic report cards. All professional library materials were catalogued and all staff received a printout.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Needs of staff were assessed, and 10 hours of in-house staff development was provided to assist with skills/needs. Teacher competencies from the system technology plan was provided to all staff. A technology assistance program was developed through an on-site Technology Mentor. All staff were involved in the use of electronic mid-term reports and report cards.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.4	4.11	4.08
Co-Supporters	3.9	3.65	3.65
Co-Learners	3.5	3.29	3.27
Co-Teachers	4.0	3.72	3.66
Co-Advisors	4.1	3.48	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

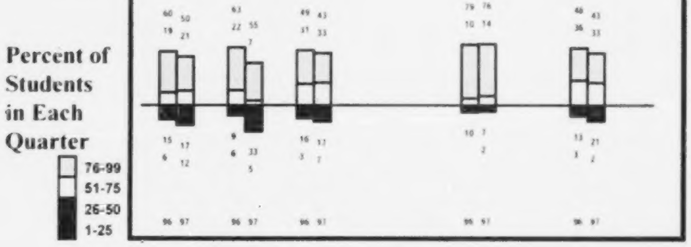
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

The following strategies were implemented this year: A Home School Partnership Pledge, Discipline Handbook, Parent Technology Workshop, Teacher Mart, WEB site, E-mail address, Extended Library Hours, Third Quarter Conferences, Daily News Talking Pages, Information letter about fourth grade writing test, and grades 3-5 CAT test.

Standardized Test Results

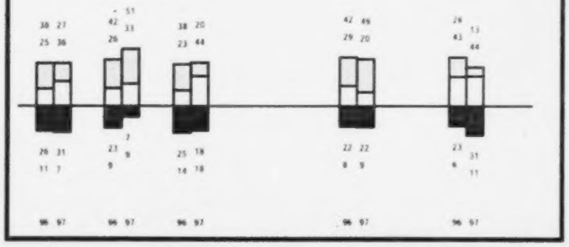
Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	76	81	71	87	72
District	66	65	68	71	62
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	42	42	42	42	42



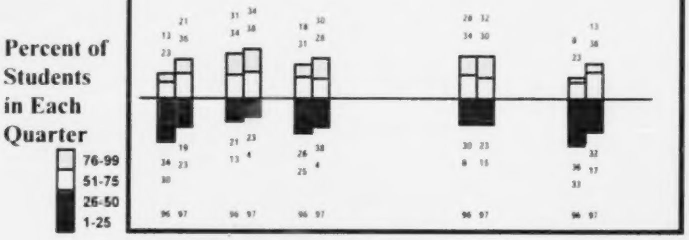
Grade 4

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	58	76	59	71	53
District	58	71	60	68	60
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	45	45	45	45	45



Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	54	66	58	57	50
District	57	69	69	64	57
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	47	47	47	47	47



SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	72%	46%	41%
	1997	N/A	63%	49%	41%
Math Avg Score	1996	N/A	487	477	508
	1997	N/A	518	481	511
Verbal Avg Score	1996	N/A	486	485	505
	1997	N/A	518	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
4	96	62	2%	48%	50%	0%	0%
4	97	44	0%	48%	52%	0%	0%

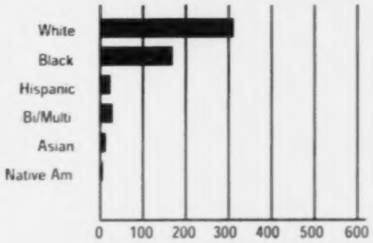
Camp Lejeune, NC

Department of Defense Education Activity
Brewster Middle School (6-8)
1996/97 School Profile

Tom King, Principal

School Characteristics

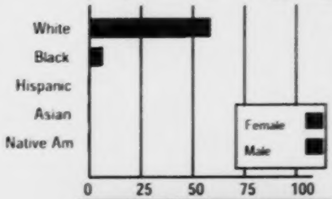
Student Enrollment - 639



Grade	#
6	245
7	197
8	197
Total	639

Sponsor Affiliation	
Marine	89%
Army	0%
Navy	11%
Air Force	0%
Coast Guard	0%
Non-US Military	< 5%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



School Staff

Category	FTE
Administrators	3
Classroom Teachers	53
Special Education	5
Other Professionals	3

Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	67	10%
PK-12	TAG	92	14%
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	5
4-6	8
7-10	11
> 10	34

Mobility Rate
24% Per Year

Teacher Education

Degree	% Teachers
BA/BS	56%
MA/MS	44%
Doctorate	0%

Principal's Highlights

The students and staff of Brewster Middle School focused their attention on activities throughout the year related to the theme Responsibility. Each curriculum area addressed this topic. In addition, interdisciplinary units were created to provide authentic activities for the students. The eighth grade teachers implemented a SOAR (Students Organized And Responsible) program for each student in that grade level.

The math teachers focused much attention on determining the strengths and weaknesses of the students. Diagnostic tests were developed and administered to each student in the school. The tests were used to refine curriculum and instruction as needed for individual students. The teachers focused instruction to ensure mastery of concepts and application to real life situations.

An additional technology laboratory was created in the school. The laboratory consists of sixteen GS computers and is utilized by the teachers to enhance their curriculum areas. One of the students won state recognition during the North Carolina Science Fair for her technology expertise.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

A second computer lab for word processing and basic skills practice was created using sixteen Apple GS computers available within the school. Twenty-one Dell computers and furnishings were purchased and installed in the Business Lab. Along with the existing Mac lab, students have been afforded many opportunities to increase technological proficiency.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

Math teachers focused on NCTM standards and CLDS learner objectives to create a grade appropriate set of diagnostic tests to administer twice each year. Diagnostic results indicated student strengths and weakness for regrouping and instruction. New math textbooks, related materials, calculators, and computer software have been ordered for SY97/98.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators

Through system-wide inservice, on-site workshops, and utilization of university technology resources, staff continued training in word processing, use of the internet, video production, and multi-media presentations. Participation in university programs allowed on-campus enrollment in classes and seminars. Six teaching interns were assigned to Brewster.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Two new Dell computers were purchased and installed for the office automation clerks. A FAX machine was installed for use by school personnel. Teachers are currently reviewing a school-wide grading program for future purchase. The computer coordinator has offered continuous in-service on data bases and spreadsheets.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.4	4.11	4.08
Co-Supporters	3.6	3.65	3.65
Co-Learners	3.0	3.29	3.27
Co-Teachers	4.0	3.72	3.66
Co-Advisors	3.6	3.48	3.36

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

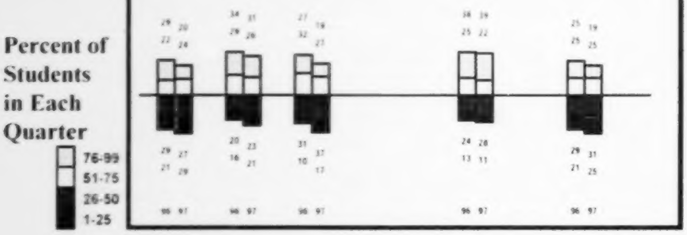
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

A SIP survey was created and distributed to all parents early in the year to gather parental input on the benchmarks and related strategies. Parent representatives on SIT and PTO assisted in the successful completion of the ten year SAC review. Brewster PTO now operates a school store two days/week during student lunch times.

Standardized Test Results

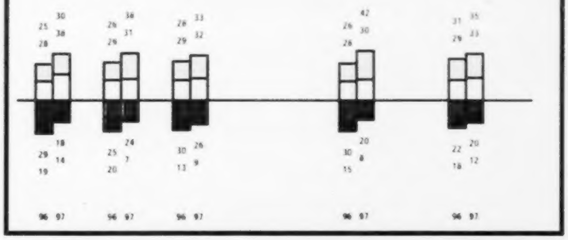
Grade 6

1997 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.3**	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	45	57	49	61	45
District	45	57	49	61	45
DDESS	56	60	58	60	60
Nation	50	50	50	50	50
# Students	212	212	212	210	212



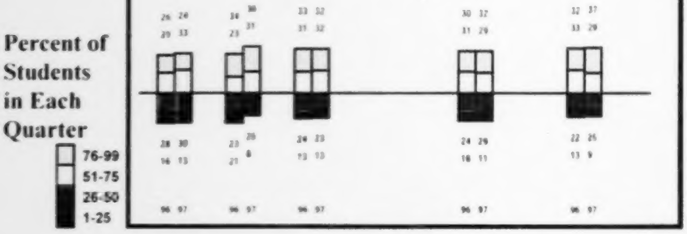
Grade 7

	Benchmark 3.1			**Benchmark 4.3**	
	Read	Lang	Soc Stdy	Math	Science
School	64	67	64	71	66
District	64	67	64	71	66
DDESS	56	62	58	56	56
Nation	50	50	50	50	50
# Students	205	205	205	205	205



Grade 8

1997 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.3**	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	55	68	63	63	67
District	55	68	63	63	67
DDESS	54	62	58	54	60
Nation	50	50	50	50	50
# Students	196	196	195	196	195



SAT Results					
		School	District	DDESS	Nation
% Participating	1996	N/A	72%	46%	41%
	1997	N/A	63%	49%	41%
Math Avg Score	1996	N/A	487	477	508
	1997	N/A	518	481	511
Verbal Avg Score	1996	N/A	486	485	505
	1997	N/A	518	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Writing Assessment								
			Percent at Each Performance Level					
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
6	96	240	3%	38%	54%	4%	0%
8	96	181	11%	43%	45%	1%	0%
8	97	192	3%	62%	35%	0%	0%

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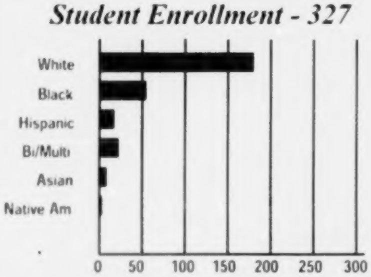
Jacksonville, NC

Department of Defense Education Activity
DeLalio Elementary School (PK-5)
1996/97 School Profile

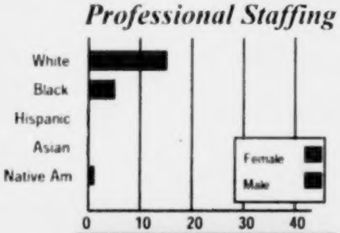
Linda Hawes, Principal

School Characteristics



Grade	#
PreK	37
K	58
1	49
2	48
3	62
4	39
5	34
Total	327

Sponsor Affiliation	
Marine	96%
Army	0%
Navy	4%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	30	9%
PK-12	TAG	11	3%
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	1
7-10	3
> 10	13

Mobility Rate
22% Per Year

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	12
Special Education	2
Other Professionals	3.5

Teacher Education	
Degree	% Teachers
BA/BS	35%
MA/MS	65%
Doctorate	0%

Principal's Highlights

DeLalio Elementary School is a PreK-5 neighborhood school which has strong community support.

DeLalio has made great strides in the area of technology this year. Students and staff are becoming more proficient with computers which is evidenced by the extensive use of ClarisWorks by students and staff as well as the network and an automated media center. Computers are also utilized to do report cards and to send and receive E-mail. The system and the school have provided extensive training in the area of technology this year which has enhanced the development of technology for students and staff.

Other curriculum areas especially math, science, and writing reflect improvement as well which has been evidenced by increased standardized test scores in spite of major construction on the facility during SY96-97.

DeLalio educates a diverse population of students including learning disabled, English as a second language, gifted students, speech disabilities as well as a variety of students with multicultural backgrounds.

DeLalio's motto is, "We Care and We Show It".

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

A computer lab is located in the media center containing eight Power Macintosh computers. Every class has at least 2 Macintosh and 2 Apple IIGS computers There are five lazer printers strategically placed in the building. Students are becoming more proficient with keyboarding as they use Claris Works.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

This year showed continued increase in student proficiency in math and science by utilizing available and newly adopted resources and by further developing strategies to incorporate parent's participation. Standardized test scores for 1996-1997 reflect our success.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

As a result of district and school surveys, extensive training occurred in the area of technology on the system and school levels. The staff also elected to increase attendance and participation in math and behavior management workshops and conferences. In addition the staff was surveyed to find out workshop interests and needs there were for the coming year.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Automated circulation and cataloguing is available in the media center. There are two computerized work stations, an online catalog, 2 computerized research stations connected to the internet. The media center was connected to the Banyan network station this year. Teachers prepare students' report cards using ClarisWorks data base. Electronic E-mail is used through out the school.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**3.4**	**4.11**	**4.08**
Co-Supporters	**3.1**	**3.65**	**3.65**
Co-Learners	**2.6**	**3.29**	**3.27**
Co-Teachers	**3.0**	**3.72**	**3.66**
Co-Advisors	**2.7**	**3.48**	**3.36**
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

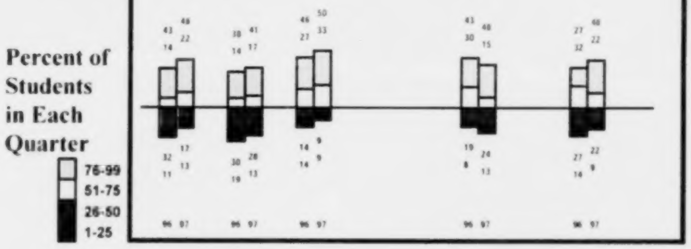
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Volunteerism continues to be a strength for DeLalio Elementary. It has been noted that volunteerism for our remedial programs needs to be increased. It has also been noted that continued implemention of the strategies should be an on-going goal. This year DeLalio implemented a Home/School Partnership Self-Evaluation.

Standardized Test Results

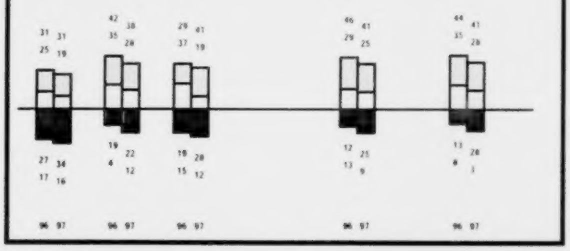
Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	73	67	75	72	75
District	66	65	68	71	62
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	46	46	46	46	46



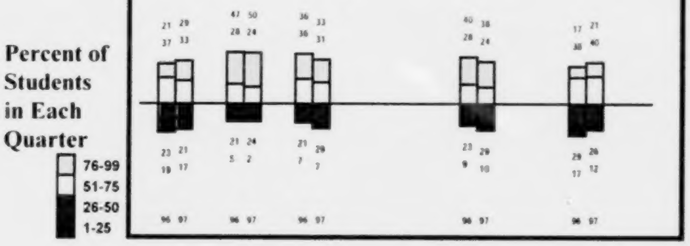
Grade 4

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	53	67	66	70	65
District	58	71	60	68	60
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	32	32	32	32	32



Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	65	75	59	60	65
District	57	69	69	64	57
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	42	42	42	42	42



SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	72%	46%	41%
	1997	N/A	63%	49%	41%
Math Avg Score	1996	N/A	487	477	508
	1997	N/A	518	481	511
Verbal Avg Score	1996	N/A	486	485	505
	1997	N/A	518	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
4	96	48	2%	40%	54%	4%	0%
4	97	32	3%	56%	37%	3%	0%

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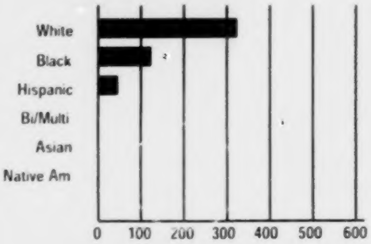
Camp Lejeune, NC

Department of Defense Education Activity
Camp Lejeune High School (9-12)
1996/97 School Profile

Brenda Johnson, Principal

School Characteristics

Student Enrollment - 575



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	35	6%
PK-12	TAG	N/A	N/A
PK-12	ESL	N/A	N/A
AP Courses Offered		6	
Students Taking AP Courses		56	30%

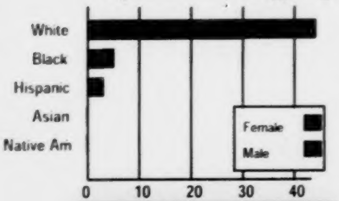
Grade	#
9	245
10	141
11	98
12	91
Total	575

Sponsor Affiliation	
Marine	93%
Army	0%
Navy	7%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Teacher Experience	
Years	Teachers
New	0
1-3	3
4-6	4
7-10	4
> 10	34

Mobility Rate
23% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	41
Special Education	3
Other Professionals	4

Teacher Education	
Degree	% Teachers
BA/BS	40%
MA/MS	52%
Doctorate	8%

Principal's Highlights

Individual students place in competitions in math and science each year, but for the last three years math students have also earned our school the top award in the state in our division of the American Math Competition. We have a National Merit Scholar, a Morehead Scholar, and a Bausch & Lomb Science winner. On the state writing test scale of six, 67.6% of tenth graders scored 3.5 or more. Students placed or won 14 writing contests. Honors/AP English teachers are participating in a vertical teaming project. A math teacher and a biology teacher were selected AP exam graders.

Of 475 students at year end, 92 earned a 3.55 GPA in a specified course of study to qualify as Lejeune Scholars. Over half the student body participates in athletics. Approximately two-thirds of the athletes make Honor Roll. Lejeune won the state Sportsmanship award.

Parents and community supported the school in increasing ways, including installing a new sign for better communication. TV students contributed weekly to base cable news.

The special education team worked in 14 regular classes to support the inclusion of 40 students with special needs. They also passed all 104 criteria in a rigorous audit by compliance monitors. For the first time an Academic Support Class and English as a Second Language were offered.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Individual student use of the computer lab, apart from use with a class, steadily increased to 743 hours in April. Database and spreadsheet skills will be added to the Computer Keyboarding course, and students will keep electronic portfolios. Next year the school will be wired with Ethernet so that every student at a computer will have access to the Internet.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

SAT and PSAT math scores continue to improve. Standardized test scores (CAT) exceed the national average in every math and science category. All supplementary software has been ordered for math texts adopted, and each math classroom will have a computer interfaced with a video projector. Scientific Literacy tests showed an increase and provided a teaching model.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Technology was the focus of local staff development. Approximately half the teachers attended one or more conferences that addressed benchmarks and gave followup reports. One fourth of the teachers began a partnership with UNCW staff and teacher interns on research-based instruction, which will continue. Time has been requested for assessment and equity issues.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

This year's survey showed a significant gain in teacher use of technology on 35 of 38 items; e.g. the number of teachers using multimedia projects more than doubled, projects were on the net, and a portable station was used in classrooms. A record number of classes used the computer lab, up from 28% to 55%. Departments demonstrated technology use in faculty meetings.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	3.5	4.11	4.08
Co-Supporters	2.9	3.65	3.65
Co-Learners	2.5	3.29	3.27
Co-Teachers	3.1	3.72	3.66
Co-Advisors	2.9	3.48	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

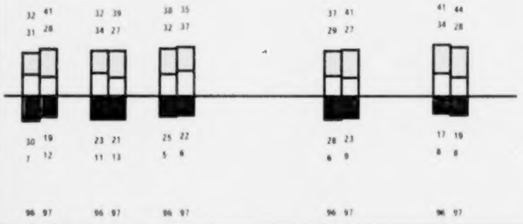
Parents reestablished a PTO and organized a Band Parents group. Attendance at a Principal's Parents Forum was low, but parents were informed by monthly newsletters and phone calls. Next year the PTO proposed regularly scheduled communication between parents and teachers on selected topics.

Standardized Test Results

Grade 10

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	69	65	70	70	71
District	69	65	70	70	71
DDESS	56	60	60	58	60
Nation	50	50	50	50	50
# Students	127	127	124	126	124

Percent of Students in Each Quarter



☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science

NOT APPLICABLE

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School					
District					
DDESS					
Nation					
# Students					

Percent of Students in Each Quarter

NOT APPLICABLE

☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

SAT Results		School	District	DDESS	Nation
% Participating	1996	72%	72%	46%	41%
	1997	63%	63%	49%	41%
Math Avg Score	1996	487	487	477	508
	1997	518	518	481	511
Verbal Avg Score	1996	486	486	485	505
	1997	518	518	495	505

Notes

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Commercial Phone:
(910) 451-2451

Writing Assessment								
			Percent at Each Performance Level					
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	96	115	26%	57%	14%	1%	0%
10	97	139	17%	68%	11%	2%	0%

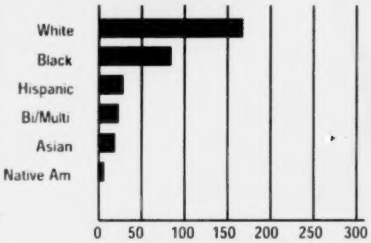
Camp Lejeune, NC

Department of Defense Education Activity
Russell Elementary School (K-5)
1996/97 School Profile

Judy Novicki, Principal

School Characteristics

Student Enrollment - 343



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	31	9%
PK-12	TAG	21	6%
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

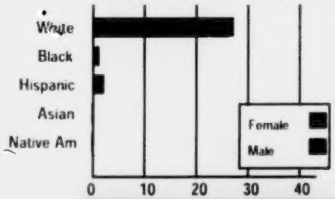
Grade	#
K	61
1	56
2	52
3	55
4	55
5	64
Total	343

Sponsor Affiliation	
Marine	85%
Army	0%
Navy	15%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	4
7-10	6
> 10	12

Mobility Rate
34% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	23
Special Education	1
Other Professionals	4

Teacher Education	
Degree	% Teachers
BA/BS	60%
MA/MS	37%
Doctorate	3%

Principal's Highlights

Russell Elementary is a Golden Key award school that serves pre-schoolers through 5th graders from the Watkins, Berkeley, and Midway Park housing areas. Most families have more than one child in our school. Family-oriented events are held throughout the year, such as math and movie nights, picnics, performances, fitness nights, and country fairs.

Communications include 1st quarter report card conferences, weekly homework pages, team newsletters, notes, phone calls, and a school newspaper. Almost every parent survey cites the caring staff and the safe, friendly environment as strengths of the school. Popular school programs include primary and intermediate multi-age teams; monthly Good Citizens assemblies; fitness walks & workouts; vegetable, wildflower, and cotton gardening; after-school clubs; and musical productions. All students take art, music, PE in rotation.

A flexibly scheduled Media Center features Internet connections and over 6000 current books, print and CD-ROM resources. All computers are networked and all staff have e-mail. Support staff include a counselor, a nurse, a reading specialist, and special education inclusion teachers. Instruction is developmental and subjects are integrated. We are a site for training UNC-Wilmington Professional Development System interns.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

First through fifth grade classes each worked an average of two hours per week in the computer labs. Pre-school through fifth grade classes averaged 10.5 hours per week using the classroom computers. A site license for Student Writing Center enabled all students to write/publish. 50% of parents surveyed said their children's computer literacy has increased.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

Twenty staff members taught after school clubs, including UTOTES and outdoor science, to support math/science/technology instruction. Most parents reported knowledge of math/science objectives. Math Family Fun Calendars provided home activities. 2nd graders were successful with the NC math assessment. Test scores for grades 3-5 increased in upper quartiles.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators

All teachers examined science adoption teaching and support materials. 82% implemented new units and 59% reported using more hands-on experiments. 100% of teachers were trained to do computer report cards. All staff participated in fall and mid-year staff development on technology.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Teachers were surveyed: 53% felt comfortable and 33% very comfortable with entering data on computer report cards. 100% felt more computer competent this year than last. 53% were comfortable with troubleshooting and 87% with software. 12% used laser disc players; more cables and scanners were needed. 29% were frustrated by Internet; 23% used Internet.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.4	4.11	4.08
Co-Supporters	3.9	3.65	3.65
Co-Learners	3.8	3.29	3.27
Co-Teachers	4.1	3.72	3.66
Co-Advisors	3.4	3.48	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

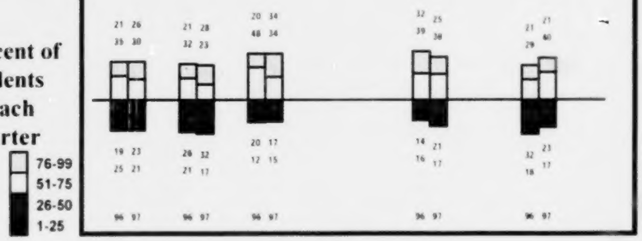
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
88 parent volunteers spent 1000 hours in the classrooms second semester. A company of USMC volunteers adopted us and assisted with in-class and extra-curricular programs. 80% of parents contacted said communication is already good or great and thorough, and all liked our improved monthly newspapers and math games calendars. 14 attended computer workshops.

Standardized Test Results

Grade 3

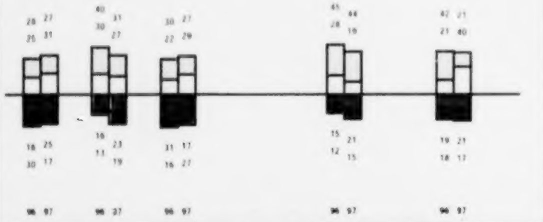
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	60	55	64	61	58
District	66	65	68	71	62
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	53	53	53	53	53

Percent of Students in Each Quarter



Grade 4

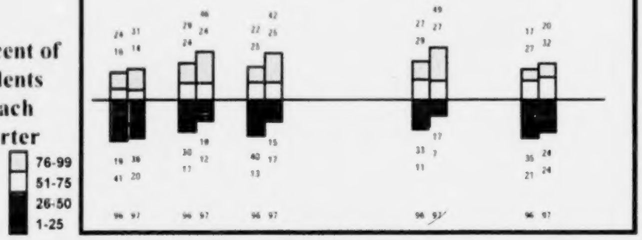
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	58	64	54	71	60
District	58	71	60	68	60
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	52	52	52	52	52



Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	49	73	72	75	52
District	57	69	69	64	57
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	59	59	59	59	59

Percent of Students in Each Quarter



SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	72%	46%	41%
	1997	N/A	63%	49%	41%
Math Avg Score	1996	N/A	487	477	508
	1997	N/A	518	481	511
Verbal Avg Score	1996	N/A	486	485	505
	1997	N/A	518	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Writing Assessment							
				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
4	96	68	1%	54%	42%	1%	0%
4	97	52	0%	28%	65%	8%	0%

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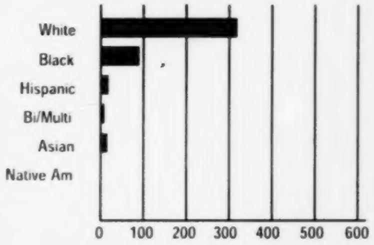
Camp Lejeune, NC

Department of Defense Education Activity
Stone Street Elementary School (PK-5)
1996/97 School Profile

Elizabeth Thomas, Principal

School Characteristics

Student Enrollment - 437



Grade	#
PreK	55
K	73
1	63
2	72
3	60
4	64
5	50
Total	437

Sponsor Affiliation	
Marine	83%
Army	0%
Navy	16%
Air Force	0%
Coast Guard	0%
Non-US Military	1%
US Civilians	0%
Non-US Civilians	0%

Special Programs

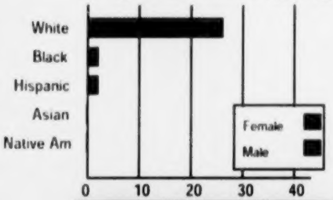
Grade Offered	Program	#	%
PK-12	Special Education	30	7%
PK-12	TAG	29	7%
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	2
4-6	5
7-10	7
> 10	9

Mobility Rate
25% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	23
Special Education	2
Other Professionals	4

Teacher Education

Degree	% Teachers
BA/BS	61%
MA/MS	39%
Doctorate	0%

Principal's Highlights

Stone Street Elementary, a national School of Excellence, serves approximately 450 students in preschool through fifth grades. A community school, Stone Street has strong parent interest and support. Parent volunteers throughout the school work with the PTO and meet monthly with the Parent Advisory Group. While 72% of our families are PTO members, all parents supported the school by attending extra-curricular activities.

The staff and community have embraced the strategic plan model as evidenced in several areas of growth this year. Math was targeted as a priority benchmark. Teachers worked cooperatively to establish high standards for math classes and reorganized to hetero-geneously group all 3rd, 4th and 5th grade math classes. Close monitoring and revision throughout the year ensured great gains in student achievement.

Over half of the faculty opted to complete professional development projects tied to specific benchmarks. Fifteen teachers focused on seven different benchmarks. Fourth grade teachers targeted Benchmark 3.10, and, as a result, incorporated Hyperstudio as an instructional tool in their curriculum. Students demonstrated their technological proficiency by creating their own software packages.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Students attended weekly computer classes. All students kept a technology folder in which they maintained student-created documents and data bases, a log of computer activities and a checklist of their competencies. Each student stored sample work products on a personal diskette. Weekly computer clubs offered students additional work time at the computer.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

All students in grades 3, 4, and 5 were heterogeneously grouped for math and science instruction. Teachers used a variety of instructional strategies to differentiate instruction for a wide variety of abilities. Plans included a balance between computation and higher order problem solving.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Site-based staff development committees surveyed the staff to identify professional development needs. This committee kept the staff informed of local, state and national workshops. 68% of the staff authored professional development projects focusing on the achievement of specific benchmarks.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

All teachers have easy access to a computer and e-mail. Staff have been involved all year in a variety of technology workshops to strengthen teacher competencies. One teacher serves as the school's technology mentor and assists teachers with computer needs. All teachers have completed their report cards on the computer this year.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.6**	**4.11**	**4.08**
Co-Supporters	**4.1**	**3.65**	**3.65**
Co-Learners	**3.9**	**3.29**	**3.27**
Co-Teachers	**4.1**	**3.72**	**3.66**
Co-Advisors	**3.7**	**3.48**	**3.36**

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

200 volunteers logged in 5000 hours this year. Military groups worked with the school on a variety of projects-from tutoring to maintenance/repair. Parents met monthly with the principal in an advisory group forum to share ideas and gather information about topics such as student achievement, curriculum and school goals.

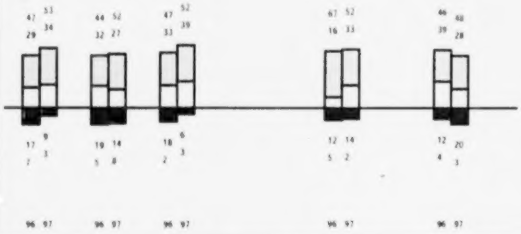
Standardized Test Results

Grade 3

1997 Median Percentiles for:

	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	77	78	77	77	75
District	66	65	68	71	62
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	64	64	64	64	64

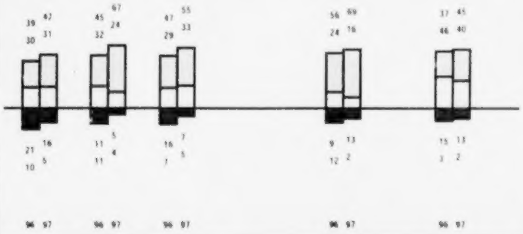
Percent of Students in Each Quarter



Grade 4

1997 Median Percentiles for:

	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	74	84	77	87	73
District	58	71	60	68	60
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	55	55	55	55	55



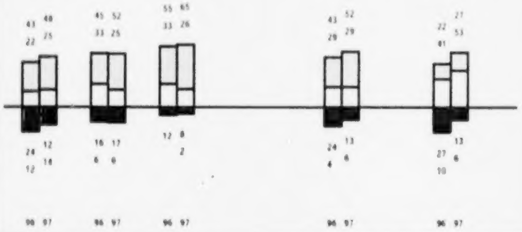
□ 76-99
□ 51-75
■ 26-50
■ 1-25

Grade 5

1997 Median Percentiles for:

	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	74	76	83	77	65
District	57	69	69	64	57
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	64	64	62	63	62

Percent of Students in Each Quarter



□ 76-99
□ 51-75
■ 26-50
■ 1-25

SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	72%	46%	41%
	1997	N/A	63%	49%	41%
Math Avg Score	1996	N/A	487	477	508
	1997	N/A	518	481	511
Verbal Avg Score	1996	N/A	486	485	505
	1997	N/A	518	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Writing Assessment							
			Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
4	96	68	7%	49%	39%	4%	0%
4	97	53	2%	43%	53%	2%	0%

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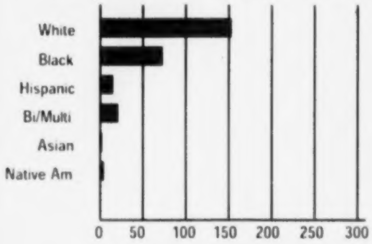
Jacksonville, NC

Department of Defense Education Activity
Tarawa Terrace I Elementary School (PK-3)
1996/97 School Profile

Barbara Simmons, Principal

School Characteristics

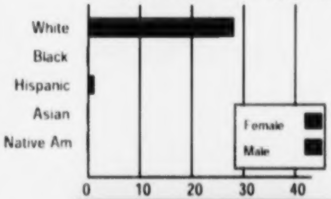
Student Enrollment - 353



Grade	#
PreK	91
K	82
1	78
2	58
3	44
Total	353

Sponsor Affiliation	
Marine	93%
Army	0%
Navy	7%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



School Staff Category	FTE
Administrators	2
Classroom Teachers	20
Special Education	3
Other Professionals	4

Special Programs Grade Offered	Program	#	%
PK-12	Special Education	44	12%
PK-12	TAG	N/A	N/A
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience Years	Teachers
New	0
1-3	2
4-6	4
7-10	1
> 10	16

Mobility Rate
42% Per Year

Teacher Education Degree	% Teachers
BA/BS	52%
MA/MS	48%
Doctorate	0%

Principal's Highlights

Tarawa Terrace I Elementary School , previously Grades K - 3, instituted a Preschool program to serve all four year olds in September 1996. The Preschool serves approximately 120 students and includes students with developmental delays and disabilities. Parent involvement is an important part of the program. Parent communication is established through weekly newsletters and parent forums.

This is the second year the Grade 1/2 multiage program has been in place. By child, parent, and staff request, we are expanding the program to include Grade 3 for SY 1997-98. Our return rate to this program for children not leaving the area is 100%. Within this multiage program is an inclusion model which serves children with exceptionalities of HI, LD, EMH, TMH, and OHI.

As we live on the coast, Swim Days have become a part of our physical education program. This safety Fun and Fitness activity is regularly supported by MWR, lifeguards, and this year by the USMC boxing team .

Our Wellness Committee created a HEALTHY Living Program for staff which met weekly to provide support and information about health related topics. As a result, many staff modified health habits. Staff recognition activities were also implemented weekly.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

Individual electronic portfolios were established with on-going grade level samples of the writing process. A variety of recommended software supporting the benchmarks and CLDS learner objectives were provided for classrooms and the computer lab. An electronic reference lab provided opportunities to extend classroom instruction through the Internet.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

All staff and students created ten outdoor science labs where student experts were available as guides during special events as a result of the staff's first year of UTOTES training. Mental math and problem solving activities were used daily in instruction. All second grade students participated in the North Carolina End of Year Math Assessment Pilot Program.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators

Staff members were surveyed to determine their needs in staff development and a series of technology classes were taught by staff . We are continuing to explore training in the use and possibilities of e-mail. We have offered a la carte learning opportunities for all staff not involved in the thirty hours of UTOTES training from the NC State Museum of Natural Sciences.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

All teachers became proficient in the use of electronic report cards. Our learner objectives and handbooks have been computerized for easy reference. Ongoing flexible technology workshops covering ten different topics (all repeated) provided instruction for computer and software use. The Microsoft Office package was installed and training is scheduled.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.0	4.11	4.08
Co-Supporters	3.4	3.65	3.65
Co-Learners	3.0	3.29	3.27
Co-Teachers	3.6	3.72	3.66
Co-Advisors	3.2	3.48	3.36

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

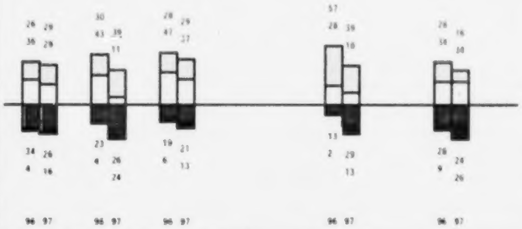
A TT# 1 Hour Volunteer program was initiated this year with 57% of parents volunteering at least an hour. A parent volunteer database of 181 volunteers was created for matching school needs and volunteer resources. Parents have been involved with co-teaching through long term family projects and weekly homework assignments.

Standardized Test Results

Grade 3

1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
	Benchmark 3.1			**Benchmark 4.3**	
School	57	49	60	58	50
District	66	65	68	71	62
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	38	38	38	38	38

Percent of Students in Each Quarter



☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

Benchmark 3.1 **Benchmark 4.3**

Read Lang Soc Stdy Math Science

NOT APPLICABLE

1997 Median Percentiles for: **School** **District** **DDESS** **Nation**

# Students

Benchmark 3.1 **Benchmark 4.3**

Read Lang Soc Stdy Math Science

Percent of Students in Each Quarter

☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

NOT APPLICABLE

SAT Results					
		School	District	DDESS	Nation
% Participating	1996	N/A	72%	46%	41%
	1997	N/A	63%	49%	41%
Math Avg Score	1996	N/A	487	477	508
	1997	N/A	518	481	511
Verbal Avg Score	1996	N/A	486	485	505
	1997	N/A	518	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th

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Fax Number:
Commercial Phone:
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Writing Assessment							
			Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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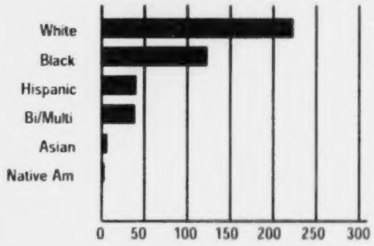
Jacksonville, NC

Department of Defense Education Activity
Tarawa Terrace II Elementary School (PK-5)
1996/97 School Profile
Mary Kubas-Meyer, Principal

School Characteristics

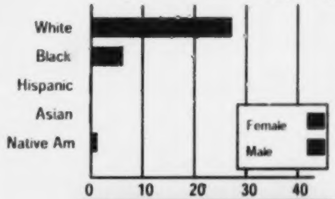
Student Enrollment - 468



Grade	#
PreK	84
K	99
1	71
2	47
3	41
4	72
5	54
Total	468

Sponsor Affiliation	
Marine	91%
Army	1%
Navy	8%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	33	7%
PK-12	TAG	N/A	N/A
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	3
7-10	4
> 10	21

Mobility Rate
36% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	25
Special Education	4
Other Professionals	3

Teacher Education

Degree	% Teachers
BA/BS	47%
MA/MS	47%
Doctorate	6%

Principal's Highlights

The Southern Association of Schools and Colleges Accreditation visiting team found TT2 ES "to be an exceptional school with a dedicated staff committed to the educational welfare of all students and to their school improvement goals." The DoDEA Special Education Compliance Monitoring Team commended our program, our educators and our school for their inclusive practices.

Our school improvement plan includes major strategies to address the five required benchmarks and four additional benchmarks. Through increased use of technology, shared decision-making, and community involvement, we have made measurable progress towards achieving all nine targeted benchmarks.

Student achievement continues to increase as programs are expanded to best meet the needs of all learners. We have completed our first year of preschool (95 students). Our monthly assessments and parents' surveys verify that the Creative Curriculum meets the needs of our preschoolers and their families. Student achievement in reading, language arts, and social studies attests to the effectiveness of the routine use of writing across the curriculum as an instructional strategy. Our 16 member SIT
has been recognized for their achievements.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

All students have scheduled time on computers in their classrooms as well as time in the computer lab and media center. Parents, teachers, and community volunteers assist students in mastering the CLDS Technology objectives. Student mastery of objectives continues to increase. Students and their families have Internet access in our media center.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Student achievement in math and science continues to increase through the use of hands-on learning, cooperative structures, real life problem-solving, and students' routine use of math and science logs to reflect their learning. Specific software was purchased, teachers trained, and students are using it to help increase student achievement in mathematics.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

On-site staff development was offered on school improvement strategies, instructional technology, and student-centered instruction. All teachers were offered release time and paid registration/tuition for professional training related to the benchmarks. All classroom teachers received 10 hrs. training in specific software to raise standardized student scores in math and reading.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

All teachers have received a minimum of 10 hrs. of training in instructional technology to support the benchmarks and to decrease the gender/ethnic gap in student achievement. Students are using the software. Increased technology is used for student reporting (report cards), multi-tiered school-home communications, and record keeping.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.3**	**4.11**	**4.08**
Co-Supporters	**4.0**	**3.65**	**3.65**
Co-Learners	**3.6**	**3.29**	**3.27**
Co-Teachers	**4.0**	**3.72**	**3.66**
Co-Advisors	**4.1**	**3.48**	**3.36**

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

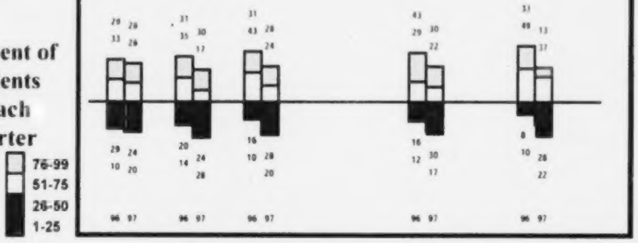
Parent participation in their child's education and volunteer activities at TT2 ES continue to increase; all parents are members of the PTO and over 250 volunteered at school. Intra-school communication has been enhanced through universal use of e-mail. Student interest clubs have been added. All parents have been given copies of our benchmarks and major strategies.

Standardized Test Results

Grade 3

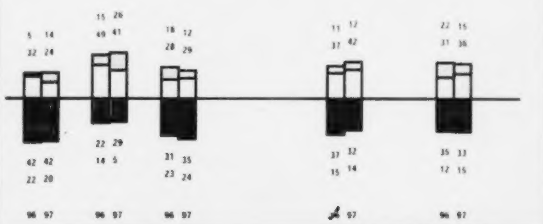
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	56	47	58	52	49
District	66	65	68	71	62
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	46	46	46	46	46

Percent of Students in Each Quarter



Grade 4

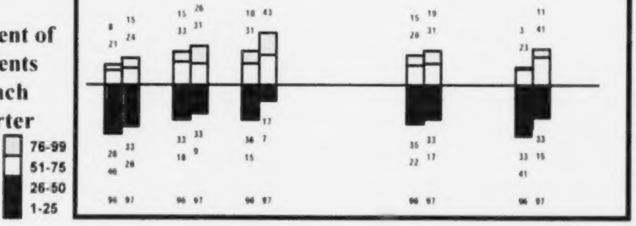
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	42	60	45	52	51
District	58	71	60	68	60
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	66	66	66	66	66



Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	43	59	62	51	49
District	57	69	69	64	57
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	54	54	54	54	54

Percent of Students in Each Quarter



SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	72%	46%	41%
	1997	N/A	63%	49%	41%
Math Avg Score	1996	N/A	487	477	508
	1997	N/A	518	481	511
Verbal Avg Score	1996	N/A	486	485	505
	1997	N/A	518	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Tarawa Terrace II E S
2950 Saipan Dr.
Tarawa Terrace, NC 28543-1206

DSN Phone: 484-2588/2580
Fax Number:
Commercial Phone:
(910) 451-2588/2580

Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
4	96	68	0%	23%	72%	4%	0%
4	97	70	0%	11%	80%	9%	0%

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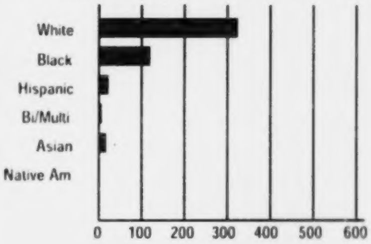
Department of Defense Education Activity
Maxwell Air Force Base Dependents Schools (PK-6)
1996/97 District Profile

Linda M. Stewart, Superintendent

District Characteristics

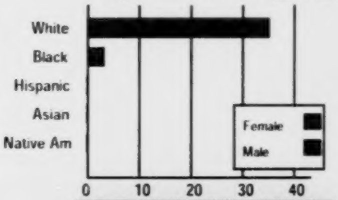
Student Enrollment - 472



Grade	#
PreK	59
K	71
1	69
2	68
3	63
4	56
5	46
6	40
Total	472

Sponsor Affiliation	
Marine	1%
Army	2%
Navy	3%
Air Force	93%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	0%

Professional Staffing



School Staff

Category	FTE
Administrators	3
Classroom Teachers	22
Special Education	5
Other Professionals	8

Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	37	8%
PK-12	TAG	N/A	N/A
PK-12	ESL	N/A	N/A
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	2
> 10	31

Mobility Rate
27% Per Year

Teacher Education

Degree	% Teachers
BA/BS	22%
MA/MS	78%
Doctorate	0%

Superintendent's Highlights

The Alabama DDESS System is one of three consolidated state systems. It consists of two schools located at Fort Rucker in southeast Alabama and one school located at Maxwell Air Force Base in Montgomery.

The consolidated district offers a comprehensive program designed to serve students from age four through sixth grade. The implementation and integration of technology has been a major focus in all schools. Local area networks (LAN) have been upgraded, computer labs established, and Internet connectivity has been accomplished. Training has been provided to teachers in records management and curriculum areas.

Emphasis has been placed on providing professional development opportunities in teaching strategies to improve student learning.

The PTA and Schools have worked cooperatively to provide more opportunities for parental participation in school activities. Programs such as Santa's Secret Workshop, the Book Fair, presentations on child safety, and Family Reading Night were all sponsored as part of our School/Home Partnership emphasis.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

The establishment of computer labs and upgrades in the LAN provided more opportunities for student access to technology programs such as Accelerated Reader, Touch Typing and multimedia encyclopedias. All programs provided a student tracking component.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

All classroom teachers developed and carried out an integrated mathematics program which included manipulatives in kindergarten through sixth grade.Strategies for implementing a hands-on science program were explored at all schools. Upper level students participated in a Science Fair.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Professional Development for teachers included strategies for implementing reading skills through various activities. Key personnel received training in professional development techniques. All teachers met proficiency levels for technology.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Upgraded LAN allowed teachers access to cc-mail and Internet. Teachers received training at two schools to electronically generate lesson plans, attendance and lunch count. This will be expanded to all schools next year. The student management program allows teachers access to a complete file of the student which includes a digital photo.

Average Ratings of SHP Progress		
Tier	District	DDESS
Co-Communicators	3.56	4.08
Co-Supporters	3.44	3.65
Co-Learners	2.67	3.27
Co-Teachers	3.33	3.66
Co-Advisors	2.89	3.36

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

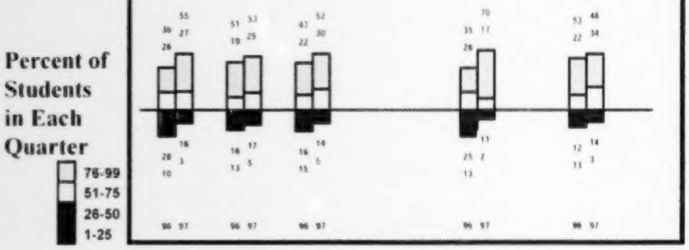
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Increased parental participation has been encouraged through open house, scheduled conferences, newsletters, PTA activities, volunteer program, and parent surveys. The Home/School Partnership Self-Evaluation completed in May resulted in ideas and suggestions to be addressed for the next school year.

Standardized Test Results

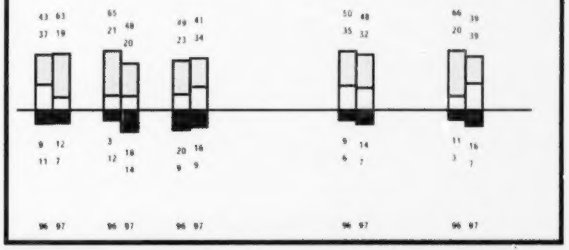
Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	84	84	81	88	83
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	64	64	64	64	64



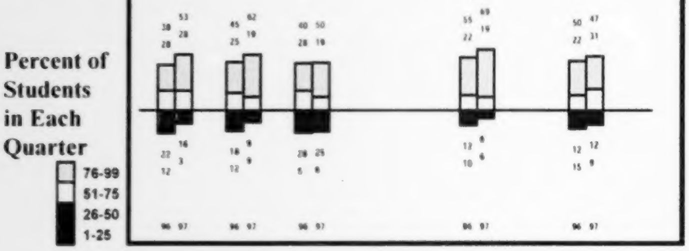
Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	81	68	77	80	82
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	43	44	44	44	44



Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	81	81	69	88	78
DDESS	56	60	58	60	60
Nation	50	50	50	50	50
# Students	32	32	32	32	32



SAT Results		District	DDESS	Nation
% Participating	1996	N/A	46%	41%
	1997	N/A	49%	41%
Math Avg Score	1996	N/A	477	508
	1997	N/A	481	511
Verbal Avg Score	1996	N/A	485	505
	1997	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Alabama DDESS Schools
800 Magnolia Blvd., Bldg. 538
Maxwell AFB, AL 36112-6147

DSN Phone: 493-6533
Fax Number: (334) 953-5302
Commercial Phone:
(334) 953-6533

Writing Assessment							
			Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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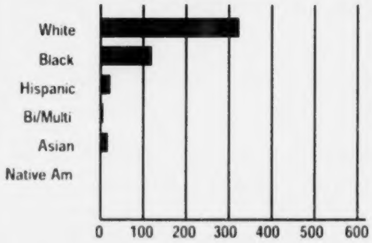
Montgomery, AL

Department of Defense Education Activity
Maxwell Air Force Base Elem. School (PK-6)
1996/97 School Profile

Sharon Davis, Principal

School Characteristics

Student Enrollment - 472



Grade	#
PreK	59
K	71
1	69
2	68
3	63
4	56
5	46
6	40
Total	472

Sponsor Affiliation	
Marine	1%
Army	2%
Navy	3%
Air Force	93%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	0%

Teacher Experience

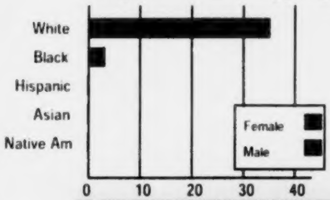
Years	Teachers
New	0
1-3	0
4-6	0
7-10	2
> 10	31

Mobility Rate
27% Per Year

Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	37	8%
PK-12	TAG	N/A	N/A
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Professional Staffing



School Staff

Category	FTE
Administrators	3
Classroom Teachers	22
Special Education	5
Other Professionals	8

Teacher Education

Degree	% Teachers
BA/BS	22%
MA/MS	78%
Doctorate	0%

Principal's Highlights

Maxwell AFB Elementary School was consolidated with the schools at Ft. Rucker to form the Alabama DDESS Schools in August 1996. The school has been involved in a major construction project this year. New facilities include fourteen additional classrooms, a new library, cafeteria, art and music rooms, and administrative offices.

The integration of technology in the curriculum, has been a major focus for this school year. Interactive computer programs were purchased to address each area of the curriculum. The Accelerated Reader Program provides an electronic portfolio of each student's progress in this reading incentive program. Each classroom has five computers.

Teachers reviewed Stanford Achievement Tests reports to identify math skills and concepts that required reinforcement. The use of manipulatives in math and science helped to strengthen these programs.

Teachers received two hours of technology training each week to meet district level competencies in records management and word processing.

The School/Home Partnership emphasis has provided many opportunities for parents to become involved in their children's education. A home/school committee developed ideas and suggestions for the school to use.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

All students demonstrated minimum computer competencies, as identified by faculty. An additional computer was placed in each classroom, for a total of 5 workstations per classroom. An electronic portfolio was produced for each student in the area of language arts.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

An assessment of Stanford Achievement Test scores and related materials indicated a need to improve instructional practices in these areas. Emphasis was placed on the use of manipulatives and continual assessment of math skills. Science instruction was strengthened through the use of hands-on materials and technology.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Basic and advanced competencies for teachers were developed at the district level for the 1996-97 school year. Weekly training was provided during the school day for all staff members to assist teachers in mastering these competencies. Certificates of Achievement were presented to each staff member when mastery was demonstrated of technology skills.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

The Accelerated Reader Program provided teachers with an electronic portfolio of student progress in recreational reading. Teachers received weekly training on records management and word processing programs.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	3.6	3.56	4.08
Co-Supporters	3.4	3.44	3.65
Co-Learners	2.7	2.67	3.27
Co-Teachers	3.3	3.33	3.66
Co-Advisors	2.9	2.89	3.36
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

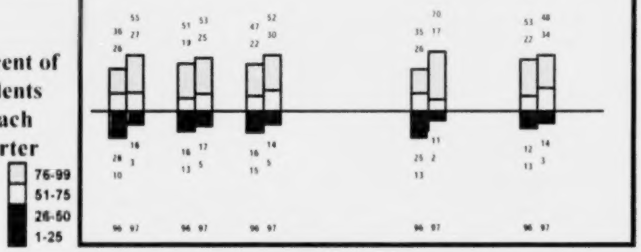
The Parent Inventory from the 1995-96 school year indicated that parents wanted more and better communication and involvement concerning school programs and activities. Newsletters were sent on a weekly basis by classroom teachers, and monthly from administration and special area teachers. Parents are included on committees and forums for SY 1997-98.

Standardized Test Results

Grade 3

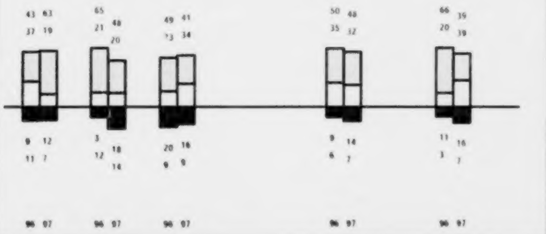
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	84	84	81	88	83
District	84	84	81	88	83
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	64	64	64	64	64

Percent of Students in Each Quarter



Grade 5

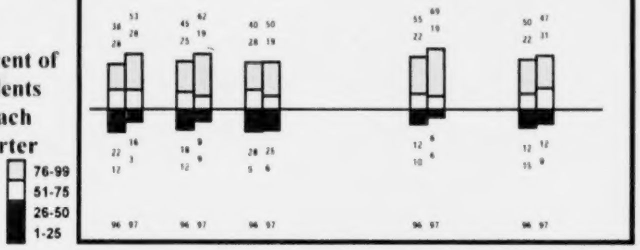
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	81	68	77	80	82
District	81	68	77	80	82
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	43	44	44	44	44



Grade 6

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	81	81	69	88	78
District	81	81	69	88	78
DDESS	56	60	58	60	60
Nation	50	50	50	50	50
# Students	32	32	32	32	32

Percent of Students in Each Quarter



SAT Results		School	District	DDESS	Nation
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	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
	1997	N/A	N/A	481	511
Verbal Avg Score	1996	N/A	N/A	485	505
	1997	N/A	N/A	495	505

Notes

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Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Writing Assessment							
				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Maxwell E S
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Maxwell AFB, AL 36112-6147

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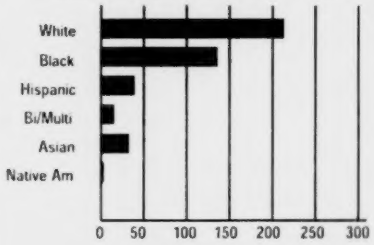
Fax Number: (334) 953-5302
Commercial Phone:
(334) 953-6533

Department of Defense Education Activity
Fort McClellan Dependents Schools (PK-6)
1996/97 District Profile
Kaye W. Ryan, Superintendent

District Characteristics

Student Enrollment - 438



Grade	#
PreK	52
K	81
1	65
2	63
3	52
4	41
5	39
6	45
Total	438

Sponsor Affiliation	
Marine	2%
Army	96%
Navy	2%
Air Force	<.5%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Special Programs

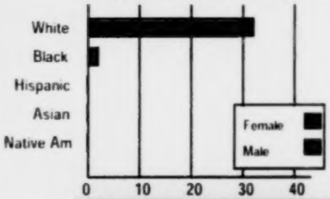
Grade Offered	Program	#	%
PK-12	Special Education	42	9%
PK-12	TAG	68	15%
PK-12	ESL	12	3%
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	0
4-6	1
7-10	2
> 10	26

Mobility Rate
26% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	26
Special Education	4
Other Professionals	2

Teacher Education

Degree	% Teachers
BA/BS	17%
MA/MS	83%
Doctorate	0%

Superintendent's Highlights

Fort McClellan's mission statement, "High expectations result in high student achievement," was exemplified in all the accomplishments of the '96/'97 school year. Student outcome was positively affected with an enhanced learning environment and updated technology.

Phase II of our new construction enabled 3rd, 4th, LD, emotional conflict, and ESL classes to move from temporary trailers into our new 7,322 sq. ft. wing. Implementation of a four year-old program, with 75 students, was a great success.

Hiring a computer specialist to assist in our new computer lab, adding Pentium Multi-Media computers to each classroom, and offering after-school staff training helped teachers and students make significant gains in technology proficiency.

We look forward to a school year with a new, spacious playground, formal computer curriculum for staff and students, and a community math buddies tutorial program. We look forward to continued growth in technology, math and science, and our school/home partnership. We plan to add Writing Proficiency to our 97/98 School Improvement Plan.

A panel of parents participated in a May 97 in-service with our staff and gave the faculty feedback on the school year. They also made suggestions for future activities that will not only help children be successful in school, but also successful in life.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Grades K-3 demonstrated proficiency on observation checklists and post-tests. Grades 4-6 pre/post speed drills indicate an average gain of 7 wpm per student. Grades 3-6 improved word processing skills by completion of printed products per observation checklists. Grades K-6 demonstrated proficiency in use of Windows on Pentium computers per observation lists.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Pre/post criterion-referenced math problem-solving tests indicate an average student gain of 32 points, or 77% improvement for grades K-6. Attitudinal surveys indicate that 56% math and 70% science post positive average response. Teacher surveys/action plans indicate increased use of manipulatives and cooperative learning. The lower quartile in math applications decreased.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

An on-going staff development program, with a technology focus, using peer tutors and the technology specialist was provided on a regular basis during the year. Staff evaluations averaged 4.5 on a 5 point scale for effectiveness. Recommendations for SY 97-98 staff development were made using shared decision-making teams and staff needs assessments.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

An on-going professional development program continued to yield positive results. Software proficiency increased from 13% in '95 to 82%. Word processing skill increased from 13% in '95 to 90%. Plans for '97/'98 are to develop a professional development curriculum, focusing on required student skills, using group instruction with individual and group assignment/projects.

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Average Ratings of SHP Progress		
Tier	**District**	**DDESS**
Co-Communicators	**4.38**	**4.08**
Co-Supporters	**4.00**	**3.65**
Co-Learners	**3.75**	**3.27**
Co-Teachers	**3.63**	**3.66**
Co-Advisors	**3.00**	**3.36**

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

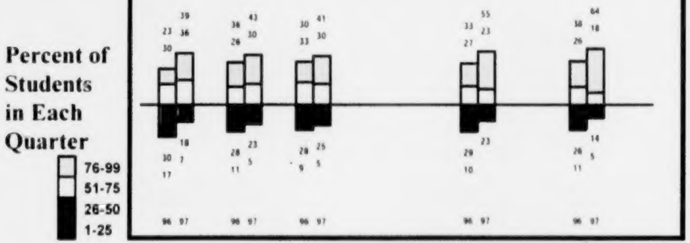
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Teacher action plans indicate a minimum of two positive contacts per child per year in addition to regularly scheduled communication. Pre/post teacher surveys indicate an increased use of volunteers, such as speakers, computer helpers, chaperones, and PTO Book Fair volunteers. Parent workshops were provided for all levels, with an average effectiveness evaluation of 4.7/5.0.

Standardized Test Results

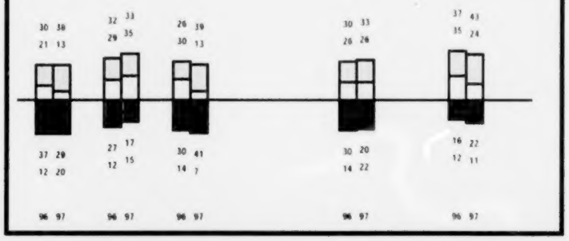
Grade 3

	Benchmark 3.1			**Benchmark 4.3**	
	Read	Lang	Soc Stdy	Math	Science
1997 Median Percentiles for: **District**	75	75	75	77	86
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	44	44	44	44	44



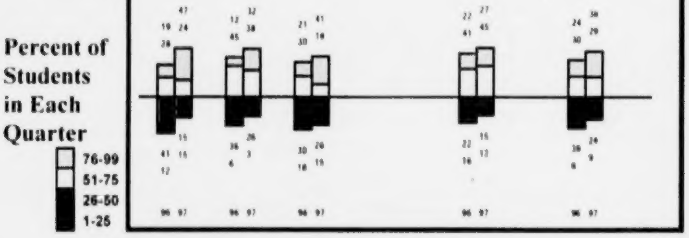
Grade 5

	Benchmark 3.1			**Benchmark 4.3**	
	Read	Lang	Soc Stdy	Math	Science
1997 Median Percentiles for: **District**	51	67	52	61	67
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	45	46	46	46	46



Grade 6

	Benchmark 3.1			**Benchmark 4.3**	
	Read	Lang	Soc Stdy	Math	Science
1997 Median Percentiles for: **District**	71	71	59	73	79
DDESS	56	60	58	60	60
Nation	50	50	50	50	50
# Students	34	34	34	33	34



SAT Results				
		District	DDESS	Nation
% Participating	1996	N/A	46%	41%
	1997	N/A	49%	41%
Math Avg Score	1996	N/A	477	508
	1997	N/A	481	511
Verbal Avg Score	1996	N/A	485	505
	1997	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, [illegible]0th, 51-75th, and 76-99th.

Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Ft. McClellan Elementary School
Littlebrandt & Morton
Building 3681

DSN Phone:
Fax Number: (205) 820-8583
Commercial Phone:
(205) 820-2420

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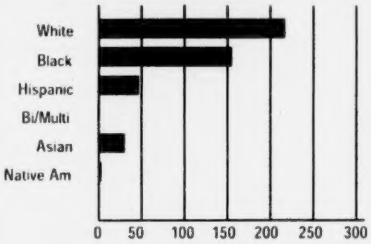
Fort McClellan,AL

Department of Defense Education Activity
Fort McClellan Elementary School (PK-6)
1996/97 School Profile

Kaye W. Ryan, Principal

School Characteristics

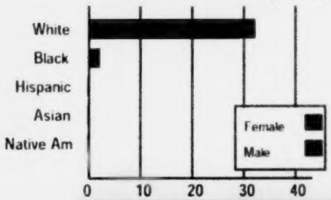
Student Enrollment - 445



Grade	#
PreK	75
K	69
1	67
2	58
3	43
4	47
5	47
6	39
Total	445

Sponsor Affiliation	
Marine	2%
Army	96%
Navy	2%
Air Force	<.5%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	42	9%
PK-12	TAG	68	15%
PK-12	ESL	12	3%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	0
4-6	1
7-10	2
> 10	26

Mobility Rate
26% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	26
Special Education	4
Other Professionals	2

Teacher Education

Degree	% Teachers
BA/BS	17%
MA/MS	83%
Doctorate	0%

Principal's Highlights

Fort McClellan's mission statement, "High expectations result in high student achievement," was exemplified in all the accomplishments of the 96/97 school year. Student outcomes were positively affected with an enhanced learning environment and updated technology.

Completion of Phase II of our new construction enabled 3rd, 4th, LD, emotional conflict, and ESL classes to move from temporary trailers into our new 7,322 sq. ft. wing. Implementation of a four-year-old program, with 75 students, was a great success.

Hiring a computer specialist to assist in our new computer lab, adding Pentium Multi-Media computers to each classroom, and offering after-school staff training helped teachers and students make significant gains in technology proficiency.

We look forward to a 97/98 school year with a new, spacious playground, formal computer curriculum for staff and students, and a community math buddies tutorial program. We look forward to continued growth in technology, math and science, and our school/home partnership. We plan to add Writing Proficiency to our 97/98 School Improvement Plan.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Grades K-3 demonstrated proficiency on parts/uses observation checklists and post-tests. Grades 4-6 pre/post speed drills indicate an average gain of 7 wpm per student. Grades 3-6 improved word processing skills by completion of printed products per observation checklists. Grades K-6 demonstrated proficiency in use of Windows on Pentium computers per observation lists.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Pre/post criterion-referenced math problem-solving tests indicate an average student gain of 32 points, or 77% improvement for grades K-6. Attitudinal surveys indicate that 56% math and 70% science post positive average response. Teacher surveys/action plans indicate increased use of manipulatives and cooperative learning. The lower quartile in math applications decreased.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

An on-going staff development program, with a technology focus, using peer tutors and the technology specialist was provided on a regular basis during the year. Staff evaluations averaged 4.5 on a 5 point scale for effectiveness. Recommendations for SY 97-98 staff development were made using shared decision-making teams and staff needs assessments.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

An on-going professional development program continued to yield positive results. Software proficiency increased from 13% in '95 to 82%. Word processing skill increased from 13% in '95 to 90%. Plans for 97/98 are to develop a professional development curriculum, focusing on required student skills, using group instruction with individual and group assignment/projects.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.4	4.38	4.08
Co-Supporters	4.0	4.00	3.65
Co-Learners	3.8	3.75	3.27
Co-Teachers	3.6	3.63	3.66
Co-Advisors	3.0	3.00	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Teacher action plans indicate a minimum of two positive contacts per child per year in addition to regularly scheduled communication. Pre/post teacher surveys indicate an increased use of volunteers, such as speakers, computer helpers, chaperones, and PTO Book Fair volunteers. Parent workshops were provided for all levels, with an average effectiveness evaluation of 4.7/5.0.

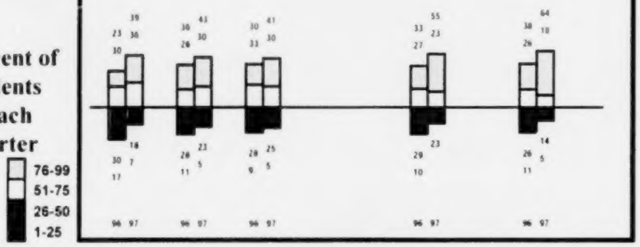
Standardized Test Results

Grade 3

1997 Median Percentiles for:

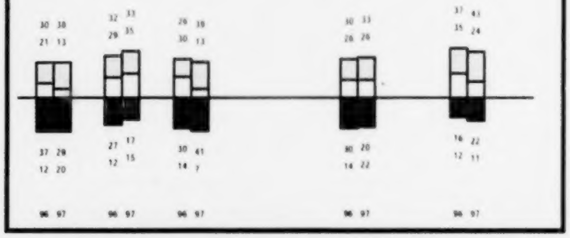
	Benchmark 3.1			**Benchmark 4.3**	
	Read	Lang	Soc Stdy	Math	Science
School	75	75	75	77	86
District	75	75	75	77	86
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	44	44	44	44	44

Percent of Students in Each Quarter



Grade 5

	Benchmark 3.1			**Benchmark 4.3**	
	Read	Lang	Soc Stdy	Math	Science
School	51	67	52	61	67
District	51	67	52	61	67
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	45	46	46	46	46

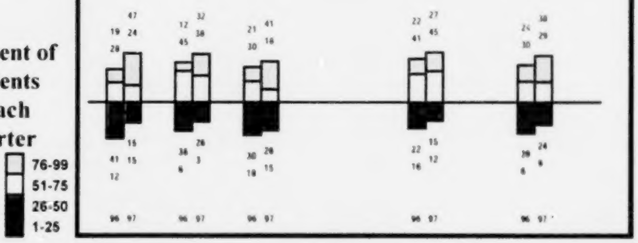


Grade 6

1997 Median Percentiles for:

	Benchmark 3.1			**Benchmark 4.3**	
	Read	Lang	Soc Stdy	Math	Science
School	71	71	59	73	79
District	71	71	59	73	79
DDESS	56	60	58	60	60
Nation	50	50	50	50	50
# Students	34	34	34	33	34

Percent of Students in Each Quarter



SAT Results					
		School	District	DDESS	Nation
% Participating	1996	N/A	N/A	46%	41%
	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
	1997	N/A	N/A	481	511
Verbal Avg Score	1996	N/A	N/A	485	505
	1997	N/A	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Writing Assessment							
				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

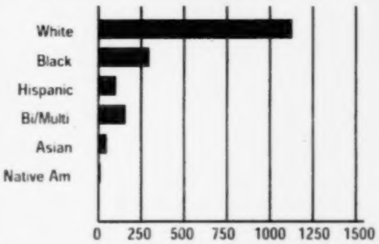
Fort McClellan E S
Littlebrandt & Morton
Building 3681
Fort McClellan, AL 36205-5000

DSN Phone:
Fax Number: (205) 820-8583
Commercial Phone:
(205) 820-2420/9151

Department of Defense Education Activity
Quantico Dependents School System (PK-12)
1996/97 District Profile
Lawanna Mangleburg, Superintendent

District Characteristics

Student Enrollment - 1,231



Grade	#
PreK	137
K	129
1	131
2	107
3	122
4	123
5	96
6	77
7	98
8	53
9	58
10	33
11	33
12	34
Total	1231

Sponsor Affiliation	
Marine	95%
Army	<.5%
Navy	2%
Air Force	<.5%
Coast Guard	0%
Non-US Military	2%
US Civilians	<.5%
Non-US Civilians	0%

Special Programs

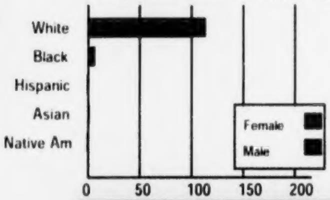
Grade Offered	Program	#	%
PK-12	Special Education	139	11%
PK-12	TAG	69	6%
PK-12	ESL	26	2%
Students Taking AP Courses		14	20%

Teacher Experience

Years	Teachers
New	4
1-3	4
4-6	13
7-10	8
> 10	81

Mobility Rate
33% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	5
Classroom Teachers	81
Special Education	11
Other Professionals	23

Teacher Education

Degree	% Teachers
BA/BS	33%
MA/MS	65%
Doctorate	2%

Superintendent's Highlights

The schools located at Quantico and Dahlgren, Virginia have been successfully integrated into one system during the 1996-97 school year. The combined systems have been named the Virginia Domestic Dependent Elementary and Secondary School System. In addition to promoting greater efficiency and effectiveness, the VA DDESS School Boards at each of the installations have been joined together to form school/home partnerships.

Technology has been extensively integrated into the curriculum of each of the elementary and middle schools, electronic portfolios have been maintained at four of the six schools, and all of the schools at Quantico and Dahlgren are connected to the Internet.

Implementation of a multi-level school-home partnership has been documented at five of the schools, and greater parent involvement in the schools has contributed to enhanced student learning across the curriculum. In most of the schools, 100% of the parents were involved in a variety of school activities.

Student proficiency in science and math has increased as students have used computers and hands-on math/science activities to improve problem-solving skills. Schools are becoming more customer oriented as School Improvement Teams promote shared decision-making processes.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Staff development on Integration of technology into all curiculum areas resulted in major advances. Students demonstrated technological proficiency in utilizing a variety of subject related software, producing exemplary products using technology and accessing a variety of information sources, i.e., Internet (Library of Congress), CD Rom.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Emphasis on NCTM Standards as basis for curriculum design resulted in modifying classroom practices. New math textbooks were purchased to increase emphasis on standards. End of year baseline data has been collected for grades 1-ll (Quantico) and 3-8 (Dahlgren).

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The professional development structure is supported through district initiatives and site based decisions. All professional development activities are linked directly to achieving DoDEA benchmarks. Integration of technology, instructional effectiveness, and advanced computer training are but a few activities.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

All teachers and administration have e-mail capability and internet access. Plans are now in place to upgrade the entire WAN for video transfer and greater multi-media capabilities.

Average Ratings of SHP Progress		
Tier	District	DDESS
Co-Communicators	4.36	4.08
Co-Supporters	3.70	3.65
Co-Learners	3.22	3.27
Co-Teachers	3.80	3.66
Co-Advisors	3.56	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

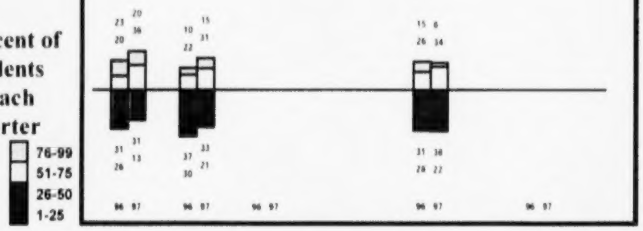
All schools have an active parent partnership program. VADDESS has excellent, cooperative relationships with commands at both military installations. Mutual training, systems support, and shared communication combine to strengthen this partnership.

Standardized Test Results

Grade 3

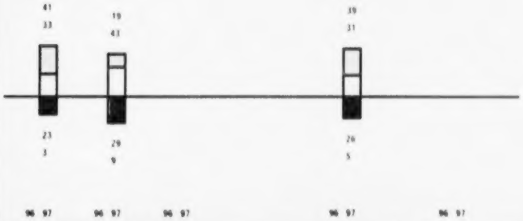
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
District	59	49		44	
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	100	100		103	

Percent of Students in Each Quarter



Grade 7

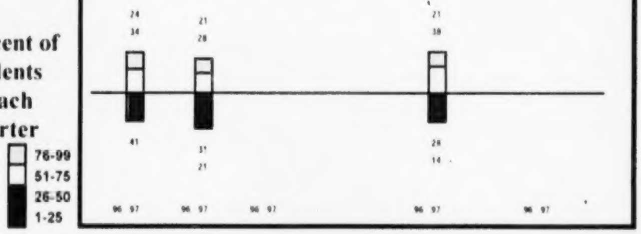
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
District	68	57		66	
DDESS	56	62	58	56	56
Nation	50	50	50	50	50
# Students	88	89		88	



Grade 10

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
District	63	48		55	
DDESS	56	60	60	58	60
Nation	50	50	50	50	50
# Students	29	29		29	

Percent of Students in Each Quarter



SAT Results		District	DDESS	Nation
% Participating	1996	61%	46%	41%
	1997	35%	49%	41%
Math Avg Score	1996	517	477	508
	1997	503	481	511
Verbal Avg Score	1996	524	485	505
	1997	520	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable	

Virginia DDESS Schools
3308 John Quick Rd, Suite 201
Quantico, VA 22134-1702

DSN Phone: 278-2319
Fax Number: (703) 784-3100
Commercial Phone:
(703) 784-2319

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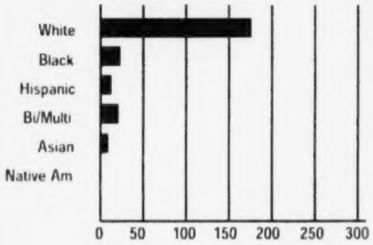
Quantico, VA

Department of Defense Education Activity
Ashurst Elementary School (K-3)
1996/97 School Profile

Janice P. Weiss, Principal

School Characteristics

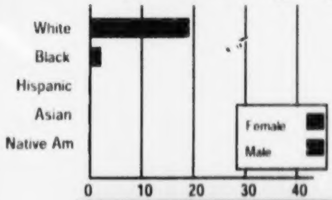
Student Enrollment - 236



Grade	#
K	51
1	62
2	53
3	70
Total	236

Sponsor Affiliation	
Marine	93%
Army	0%
Navy	2%
Air Force	0%
Coast Guard	0%
Non-US Military	4%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	16	7%
PK-12	TAG	20	8%
PK-12	ESL	11	5%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	0
7-10	2
> 10	17

Mobility Rate
26% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	13
Special Education	1
Other Professionals	9

Teacher Education

Degree	% Teachers
BA/BS	24%
MA/MS	76%
Doctorate	0%

Principal's Highlights

W. W. Ashurst Elementary School has been successful in achieving the 1996-97 DoDEA Benchmarks as a result of the continued collaborative efforts of the staff and with the support of the community.

In addition to fulfilling the Benchmarks, it is noteworthy to mention that in the area of reading, the aim has been to continue to develop the reading skills of children, with a special focus on phonics, to include comprehension skills, language development and sight-word development. A basal reading series has been utilized along with trade books for instructional purposes, while focusing on identified reading skills.

The writing process continues to be integrated with many curricular areas, with children's published works receiving special attention during the year. Additionally, a particular focus has been on technology integration to enhance and support the curricula.

Bi-weekly assemblies, swimming program, science and social studies fairs, reading incentive program and music programs have augmented the curricula.

A school-home partnership is fostered at Ashurst where each child is an "Allstar."

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

Students in grades one through three published computer-generated writing assignments, including published books. Second and third grade students were introduced to research skills using computer-based resources. All students were introduced to computer graphics and the use of the Windows calculator and ran simple applications with brief instructions.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

Calculators and computers were used by all students. Science pre and post-test scores were maintained for third graders with post-test scores averaging 95%. Opportunities to develop higher level thinking skills were provided through a variety of in-school/extracurricular activities. Ninety-five percent of students achieved a cumulative 90% score or better on math unit tests.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators

The Ashurst Elementary staff was involved in the Strategic Plan implementation. Four members of the staff attended an Integration of Technology course from the University of Virginia. Three professional days and twenty-two courses or conferences were attended by the staff.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

E-mail was used by 100% of the staff for communicating with colleagues, administration, and/or parents. The DODEA bar codes have been applied to all serialized equipment. The standardized student recordkeeping was implemented with the District SASI. Internet-based resources and new technology were demonstrated to all faculty and used to enhance instruction.

Average Ratings of SHIP Progress			
Tier	School	District	DDESS
Co-Communicators	4.6	4.36	4.08
Co-Supporters	3.7	3.70	3.65
Co-Learners	3.1	3.22	3.27
Co-Teachers	3.7	3.80	3.66
Co-Advisors	3.9	3.56	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

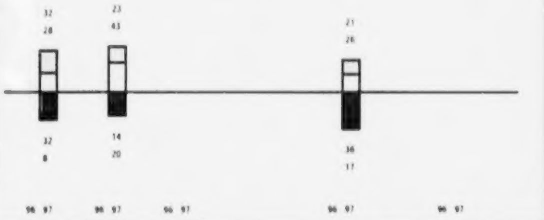
One hundred percent of all children's parents participated in fall and spring parent-teacher conferences which informed the parents of each student's academic and social development. One hundred people volunteered their time and talents in the school. Events, which were held both during the school day and in the evening, were presented for the families.

Standardized Test Results

Grade 1

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	68	62		49	
District	65	58		46	
DDESS	70	72	67	63	73
Nation	50	50	50	50	50
# Students	53	56		53	

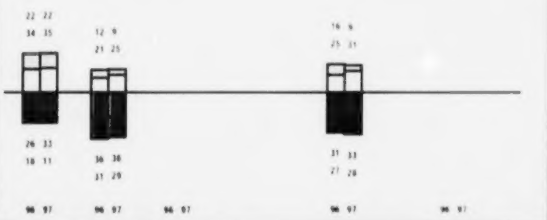
Percent of Students in Each Quarter



Grade 3

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	56	45		46	
District	59	49		44	
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	55	55		58	

Percent of Students in Each Quarter



☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School					
District					
DDESS					
Nation					
# Students					

Percent of Students in Each Quarter

NOT APPLICABLE

☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

SAT Results					
		School	District	DDESS	Nation
% Participating	1996	N/A	61%	46%	41%
	1997	N/A	35%	49%	41%
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SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Writing Assessment							
			Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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4320 Dulaney St.
Quantico, VA 22134-2248

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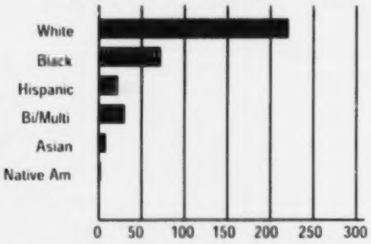
Quantico, VA

Department of Defense Education Activity
Burrows Elementary School (PK,4-5)
1996/97 School Profile

Jeanette H. Gordon, Principal

School Characteristics

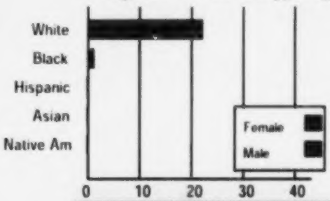
Student Enrollment - 349



Grade	#
PreK	130
4	123
5	96
Total	349

Sponsor Affiliation	
Marine	93%
Army	1%
Navy	4%
Air Force	0%
Coast Guard	0%
Non-US Military	3%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	25	7%
PK-12	TAG	13	4%
PK-12	ESL	5	1%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	3
1-3	2
4-6	2
7-10	3
> 10	12

Mobility Rate
42% Per Year

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	13
Special Education	3
Other Professionals	5

Teacher Education	
Degree	% Teachers
BA/BS	50%
MA/MS	50%
Doctorate	0%

Principal's Highlights

During the past school year, Burrows Elementary School emphasized the Multi-Tiered School-Home Partnership Program and increasing the technological proficiency of students and staff.

An active classroom volunteer program encouraged parents to participate as co-teachers. A major multi-cultural monthly emphasis culminated with an International Day, which involved the Foreign Officers Wives Club and other community members. Parent workshops, weekly newsletters, special assignment notebooks, scheduled conferences, parents serving on the School Improvement Team, and other committees were some of the activities that promoted parents serving as co-communicators and co-decision makers. Results of the spring parent survey indicated that 95% of the parents felt that the school promoted a partnership in decision making.

All students completed a keyboarding class with 82% of them meeting our technology standards. Standards included utilizing word processing, spreadsheet and presentation software in a completed project. Staff training in computer applications were applied to improve record keeping and communication. Spring parent survey results verified an increased utilization of technology within the school program.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

A lab schedule included at least an hour weekly for each class with the focus on assessing keyboarding skills and using software that supported curriculum. Three word processing programs and the internet allowed computer production of creative writing, research papers and book reports. Electronic portfolios were maintained.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

Grade level field trips, resource speakers, and science lab experiments supported objectives and increased student interest. Ninety-five percent of students participated in Science Activity Day. The spring parent survey indicated 76% noted an increase of Math and Science Learning Activities and 88% noted complex/creative learning class activities.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators

The active Staff Development Team completed a staff interest survey and utilized information from the school plan to insure training. Technology training was provided by school and district personnel. Conferences and workshops were attended by those who requested them. The spring survey indicated that 100% rated the training activities as being either good-excellent.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

The district technology staff implemented a comprehensive staff development plan for all staff, and the school technology specialist provided volunteer weekly software training at the school. The entire media collection, internet, intranet and Accelerated Reader assessment are networked in the school. Communication with parents by students and staff via e-mail was utilized.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.1**	**4.36**	**4.08**
Co-Supporters	**3.4**	**3.70**	**3.65**
Co-Learners	**3.0**	**3.22**	**3.27**
Co-Teachers	**3.7**	**3.80**	**3.66**
Co-Advisors	**3.3**	**3.56**	**3.36**

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Parents were involved in the School Improvement Team and other school committees. They were asked to provide input and evaluate the plan through a survey at the year's beginning and end. There were 136 parents who served as volunteers in our school's programs.

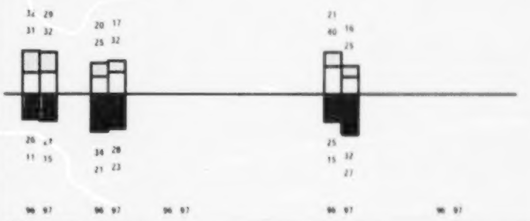
Standardized Test Results

Grade 4

1997 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	59	51		47	
District	59	51		47	
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	107	107		107	

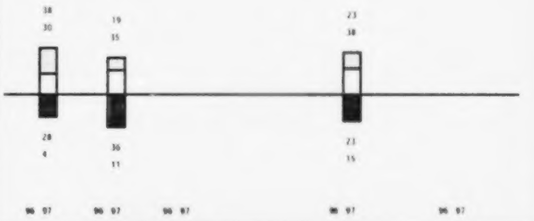
Percent of Students in Each Quarter



Grade 5

1997 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	67	56		61	
District	67	56		61	
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	81	81		81	



☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

1997 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School					
District					
DDESS					
Nation					
# Students					

Percent of Students in Each Quarter

NOT APPLICABLE

☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

SAT Results					
		School	District	DDESS	Nation
% Participating	1996	N/A	61%	46%	41%
	1997	N/A	35%	49%	41%
Math Avg Score	1996	N/A	517	477	508
	1997	N/A	503	481	511
Verbal Avg Score	1996	N/A	524	485	505
	1997	N/A	520	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Writing Assessment							
				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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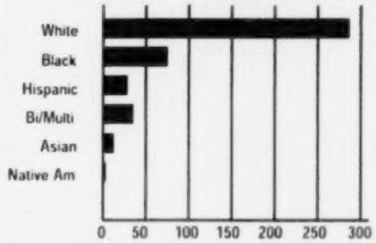
Quantico, VA

Department of Defense Education Activity
Quantico High School (9-12)
1996/97 School Profile

H. Charles Winters, Principal

School Characteristics

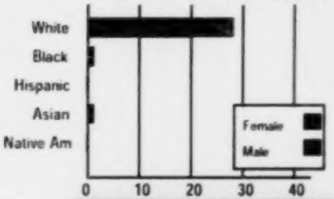
Student Enrollment - 158



Grade	#
9	58
10	33
11	33
12	34
Total	158

Sponsor Affiliation	
Marine	94%
Army	1%
Navy	3%
Air Force	1%
Coast Guard	0%
Non-US Military	1%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	38	24%
PK-12	TAG	N/A	N/A
PK-12	ESL	5	3%
AP Courses Offered		4	
Students Taking AP Courses		14	21%

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	2
7-10	2
> 10	19

Mobility Rate
24% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	20
Special Education	1
Other Professionals	2

Teacher Education

Degree	% Teachers
BA/BS	22%
MA/MS	70%
Doctorate	8%

Principal's Highlights

The Quantico High School's primary focus for the 1996-97 school year was Benchmark 3.1 and 10.8. A new computer learning lab was installed, in addition to computers in individual classrooms, the media center, and business labs. The computer to student ratio of 1:2 contributed to increased infusion of technology in all curriculum areas. Multiple opportunities for students to access computers increased student access to a variety of data sources, including CD Rom and the internet. This provided students opportunities for the integration of curriculum, technology, and related research.

In addition, the Quantico High School staff utilized technology to increase record keeping efficiency and improve communication via e-mail. Numerous technology training opportunities were provided for all staff members in conjunction with the total staff development plan of Benchmark 7.1.

The Home School Partnership was improved through a revised school orientation pamphlet, parent handbook, parent e-mail address list, and utilization of the local television channel to keep the community abreast of all school functions.

Quantico High School will implement a scientific data collection plan to more specifically document achievement for all benchmarks during the 1997-98 school year.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

The Technology Committee made recommendations for hardware, software and peripheral needs based on researching the types of hardware and software used by local businesses, local school systems, and the recommendations of our department chairmen. They were instrumental in the installation of our new computer lab.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Focusing on the Science laboratories, the Math and Science Committee conducted a needs analysis survey with the Science Department in order to identify their requirements and investigated the possibility of a lab facility for earth science.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The Professional Development Committee communicated information regarding available professional development training. They established and implemented a policy for attending professional conferences. They surveyed the faculty to determine their needs and interests regarding in-service and workshop training and made recommendations accordingly.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Teachers were surveyed to determine their level of technology knowledge and their training needs. Software and application training were provided as determined by these surveys.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.1	4.36	4.08
Co-Supporters	3.6	3.70	3.65
Co-Learners	2.9	3.22	3.27
Co-Teachers	3.3	3.80	3.66
Co-Advisors	3.3	3.56	3.36
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

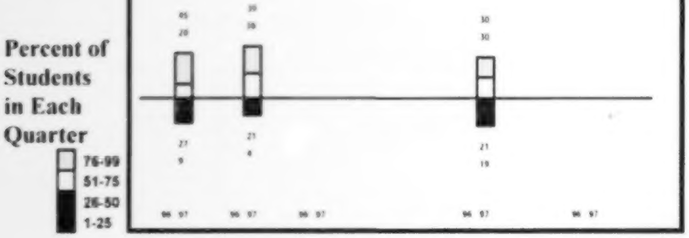
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Community volunteers were honored at a faculty hosted luncheon. The focus was on more efficient communication. The committee updated our school orientation pamphlet for parents, created a parent handbook, collected parent E-mail addresses, utilized channel 49 to keep the community informed and reformatted the student directory.

Standardized Test Results

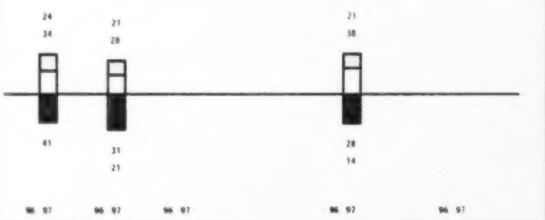
Grade 9

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	68	68		54	
District	68	68		54	
DDESS	56	58	60	56	58
Nation	50	50	50	50	50
# Students	56	56		53	



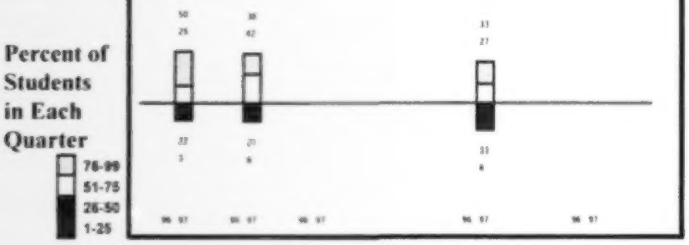
Grade 10

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	63	48		52	
District	63	48		55	
DDESS	56	60	60	58	60
Nation	50	50	50	50	50
# Students	29	29		29	



Grade 11

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.3 Math	Science
School	74	63		63	
District	74	63		63	
DDESS	50	56	56	56	56
Nation	50	50	50	50	50
# Students	32	33		33	



SAT Results		School	District	DDESS	Nation
% Participating	1996	61%	61%	46%	41%
	1997	35%	35%	49%	41%
Math Avg Score	1996	517	517	477	508
	1997	503	503	481	511
Verbal Avg Score	1996	524	524	485	505
	1997	520	520	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Writing Assessment							
				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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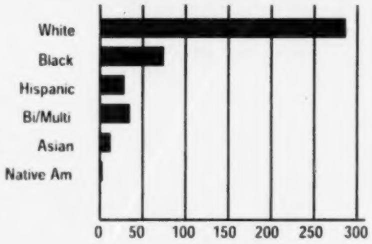
Quantico, VA

Department of Defense Education Activity
Quantico Middle School (6-8)
1996/97 School Profile

F. Coleman Starnes, Principal

School Characteristics

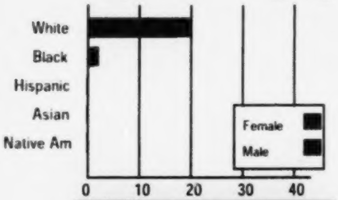
Student Enrollment - 228



Grade	#
6	77
7	98
8	53
Total	228

Sponsor Affiliation	
Marine	97%
Army	0%
Navy	0%
Air Force	0%
Coast Guard	0%
Non-US Military	2%
US Civilians	<.5%
Non-US Civilians	0%

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	21
Special Education	3
Other Professionals	1

Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	29	13%
PK-12	TAG	34	15%
PK-12	ESL	5	2%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	2
7-10	1
> 10	17

Mobility Rate
24% Per Year

Teacher Education

Degree	% Teachers
BA/BS	38%
MA/MS	62%
Doctorate	0%

Principal's Highlights

Quantico Middle School has made great strides in meeting the needs of our Marine Corps and Navy dependents through our School Improvement Plan and meeting our Benchmarks.

The QMS computer lab has been upgraded and is fully operational as we strive to integrate technology into our curriculum. We are looking forward to implementation of our Computer Curriculum Corporation Successmaker Program for the 1997-98 school year.

Progress has been made in developing a math cirriculum guide and planning for our science curriculum. A committee is also investigating and planning for an upgrade of our science labs. It is the #1 RPMA priority for our school. Our Math and Science teachers are effectively integrating technology and instruction as we design a staff development program for our teachers.

QMS is currently implementing six strategies for our Home-School Partnership. The recent DoDEA Home School Partnership Survey indicates a high level of success.

The QMS School Improvement Team is well organized with tool kit files and data disks which reveal the success of the SIP and our related Benchmarks.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

The existing computer lab has been renovated. There are fifteen fully operational networked Pentium computers. Plans have been made to repair and upgrade 7 additional computers, used for Technology Integration in the curriculum areas.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Progress has been made in developing a math curriculum guide and planning a science curriculum guide. A committee is forming a plan to renovate and upgrade presently used science labs.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Objectives were selected to design a technology training program and to develop instructional effectiveness. Currently, math and science teachers have integrated technology in their classrooms. In addition, a plan to develop staff skills is being formed.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

SASI (School Administrative Student Information) and DSAMMS (Dependent Schools Automated Material Management System) are up and functional. Installation and integration of the Internet was initiated.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.4**	**4.36**	**4.08**
Co-Supporters	**4.1**	**3.70**	**3.65**
Co-Learners	**3.7**	**3.22**	**3.27**
Co-Teachers	**4.0**	**3.80**	**3.66**
Co-Advisors	**3.7**	**3.56**	**3.36**

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

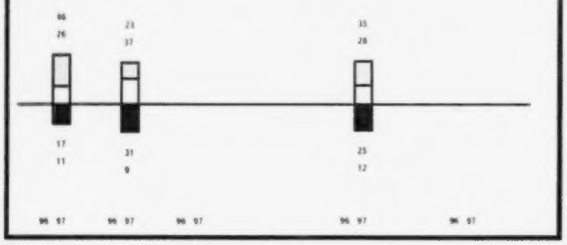
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
The objectives of (1) meeting monthly with a teacher, the principal, and parents, (2) mailing monthly the QMS newsletter, (3) using student agendas, (4) maintaining a Homework Hotline, (5) participating within school environment, and (6) supporting the reading incentive program were successfully met.

Standardized Test Results

Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	67	61		63	
District	67	61		63	
DDESS	56	60	58	60	60
Nation	50	50	50	50	50
# Students	65	65		65	

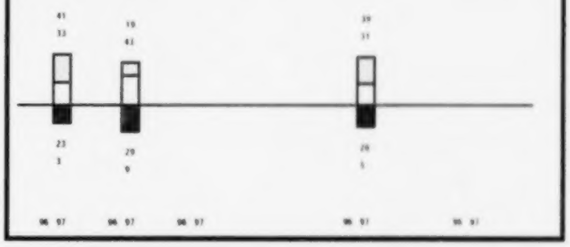
Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

Grade 7

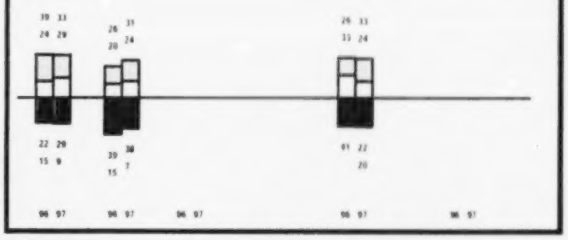
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	68	57		66	
District	68	57		66	
DDESS	56	62	58	56	56
Nation	50	50	50	50	50
# Students	88	89		88	



Grade 8

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	65	60		59	
District	65	60		59	
DDESS	54	62	58	54	60
Nation	50	50	50	50`	50
# Students	45	45		45	

Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	61%	46%	41%
	1997	N/A	35%	49%	41%
Math Avg Score	1996	N/A	517	477	508
	1997	N/A	503	481	511
Verbal Avg Score	1996	N/A	524	485	505
	1997	N/A	520	495	505

Notes

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Writing Assessment							
				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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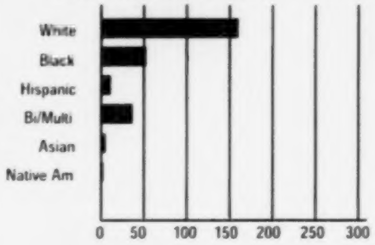
Quantico, VA

Department of Defense Education Activity
Russell Elementary School (PK-3)
1996/97 School Profile

Sam C. Bedford, Principal

School Characteristics

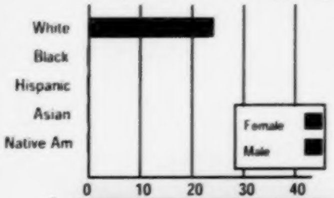
Student Enrollment - 260



Grade	#
PreK	7
K	78
1	69
2	54
3	52
Total	260

Sponsor Affiliation	
Marine	97%
Army	1%
Navy	2%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Teacher Experience

Years	Teachers
New	1
1-3	0
4-6	7
7-10	0
> 10	16

Mobility Rate
39% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	14
Special Education	3
Other Professionals	6

Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	31	12%
PK-12	TAG	2	1%
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Education

Degree	% Teachers
BA/BS	33%
MA/MS	67%
Doctorate	0%

Principal's Highlights

John H. Russell Elementary School is one of DoDEA's most technologically up-to-date schools. Russell is a one story, 15 classroom building with a technology lab, media information center, and television closed circuit broadcast facility. We have a strong home/school partnership and communication structure to support our school improvement plan.

We, at Russell, work hard to achieve success for all students. The benchmarks we have received from DoDEA have set the standard for high expectations. The faculty and staff believe in shared decision making, setting goals, writing action plans, and evaluating our efforts. Success has been noted in the areas of technology, home/school communication, reading (via our Accelerated Reader Program), and in the areas of Math and Science. The recent purchase of an integrated curriculum software package will help in continuing to raise our test scores in Math and Science.

Russell strives to "meet the needs of all students" and to assist in developing them to their fullest potential. Russell is a school for all children.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Students were instructed on basic computer operations, components, and basic mouse operations. Students' pre and post performances were recorded and based upon a computer checklist provided for each grade level. The Accelerated Reader program proved to be highly beneficial. Classroom results were compiled by the Instructional Technologist.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Math and Science activities were discussed regularly each month at grade level meetings. Test scores in Math proved to be in lie the national average. The KIDS screening tool was given at the Kindergarten level. All students participated in a Science activity. Purchased a computer software package that will help to improve Math and Science scores.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

All teachers and staff members have been provided the opportunity to participate in the Quantico Program for Instructional Effectiveness. Plans are being made to hold "team skills" staff development. More training in the area of school improvement is to be provided. Training in the area of Special Education has been given and will continue.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Technology training has been provided in numerous areas such as: E-mail, SASI, Success Maker, Ami Pro, Lotus 1-2-3, Freelance Graphics, Accelerated Reader, Winnebago, Kid Works Deluxe, Bookshelf '95, Internet, Networks, Cut, Copy and Paste and Table to name a few.

Average Ratings of SHP Progress

Tier	School	District	DDESS
Co-Communicators	4.6	4.36	4.08
Co-Supporters	3.7	3.70	3.65
Co-Learners	3.4	3.22	3.27
Co-Teachers	4.3	3.80	3.66
Co-Advisors	3.6	3.56	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

The results of the home/school partnership survey has indicated areas where we can become more effective in communicating and receiving input from the community. We did another school survey for the community and we were rated very high in terms of communication and having high expectations for all students.

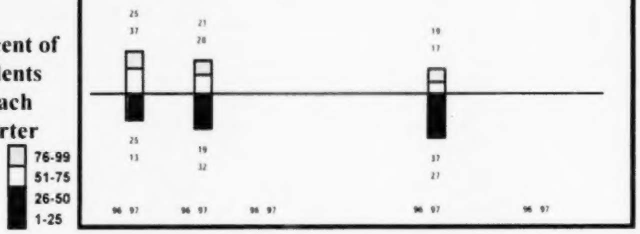
Standardized Test Results

Grade 1

1997 Median Percentiles for:

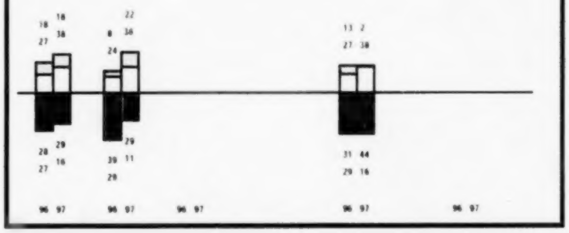
	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	62	55		44	
District	65	58		46	
DDESS	70	72	67	63	73
Nation	50	50	50	50	50
# Students	52	57		52	

Percent of Students in Each Quarter



Grade 3

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	58	58		44	
District	59	49		44	
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	45	45		45	



1997 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School					
District					
DDESS					
Nation					
# Students					

Percent of Students in Each Quarter

NOT APPLICABLE

☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

SAT Results

		School	District	DDESS	Nation
% Participating	1996	N/A	61%	46%	41%
	1997	N/A	35%	49%	41%
Math Avg Score	1996	N/A	517	477	508
	1997	N/A	503	481	511
Verbal Avg Score	1996	N/A	524	485	505
	1997	N/A	520	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Writing Assessment

			Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

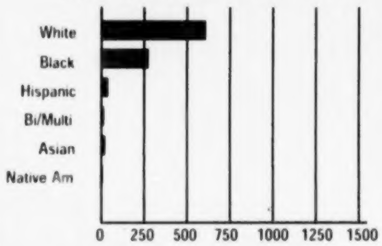
Russell E S
3301 Purvis Road
Quantico, VA 22134-2199

DSN Phone:
Fax Number: (703) 784-3100
Commercial Phone:
(703) 221-4161

Department of Defense Education Activity
Robins Air Force Base School System (PK-6)
1996/97 District Profile
Joseph Guiendon, Superintendent

District Characteristics

Student Enrollment - 919



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	88	10%
PK-12	TAG	28	3%
PK-12	ESL	N/A	N/A
Students Taking AP Courses		N/A	N/A

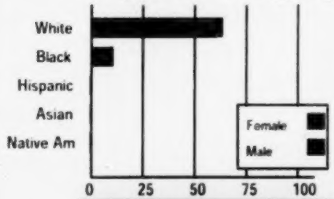
Grade	#
PreK	75
K	135
1	107
2	128
3	117
4	137
5	118
6	102
Total	919

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	1%
Air Force	98%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Teacher Experience	
Years	Teachers
New	0
1-3	7
4-6	4
7-10	6
> 10	55

Mobility Rate
34% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	46
Special Education	6
Other Professionals	19

Teacher Education	
Degree	% Teachers
BA/BS	32%
MA/MS	68%
Doctorate	0%

Superintendent's Highlights

The Strategic Plan was again very successful in 1996-1997. The staff demonstrated commitment to the benchmarks, excellent training and resources were provided by DDESS and DoDEA, and the results were outstanding.

Student achievement testing improved from 1995-1996. The number of students scoring in the bottom quartile has been drastically reduced, while those scoring in the upper quartile has dramatically increased in all subject areas but especially in science and math. Supporting activities included science fairs, math and science family nights, mentoring and tutoring programs and the use of base resources, including the Museum.

The number of parent volunteer hours increased, while parents and command continue to show outstanding support for the base schools. Major improvements were made in the area of technology. More than 100 computers were donated to the schools by base organizations and were put into classrooms. Student keyboarding skills were improved by sound instruction and innovative scheduling. Home pages on the Internet were developed for each school. All in all, it was an extremely successful year.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Basic computer literacy improved as well as keyboarding skills. Student keyboarding ability improved an average of 131%, as measured by pre- and post tests. Computers were added to 17 classrooms, an increase of 170% over the previous year.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Students continued impressive progress in science and math. The number of students scoring in the bottom quartile decreased by 59% in math and 34% in science while those scoring in the upper quartile increased by 55% in math and 24% in science, as measured by ITBS results. This Benchmark was met.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Progress was made in staff development. Professional libraries were updated, staff development handbooks were updated, and a variety of courses were offered.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Staff members received training in technology, including word processing, Internet, electronic mail, and school/home communication. Student computer literacy skills improved.

Average Ratings of SHP Progress		
Tier	**District**	**DDESS**
Co-Communicators	**3.90**	**4.08**
Co-Supporters	**3.65**	**3.65**
Co-Learners	**2.95**	**3.27**
Co-Teachers	**3.35**	**3.66**
Co-Advisors	**3.30**	**3.36**

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

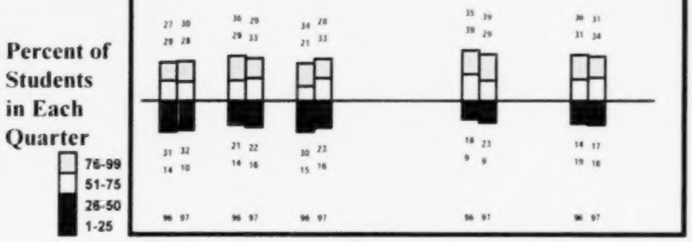
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Parent involvement is a strength of the district. Volunteer hours increased by 42%. School Home Partnership survey baseline was established.

Standardized Test Results

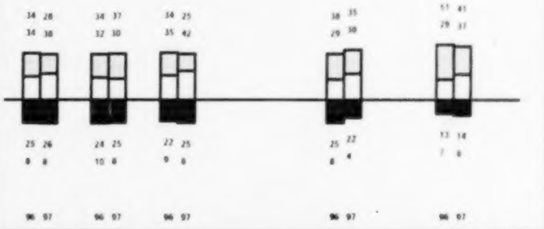
Grade 2

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
District	65	69	66	73	67
DDESS	65	69	58	65	58
Nation	50	50	50	50	50
# Students	129	129	129	129	128



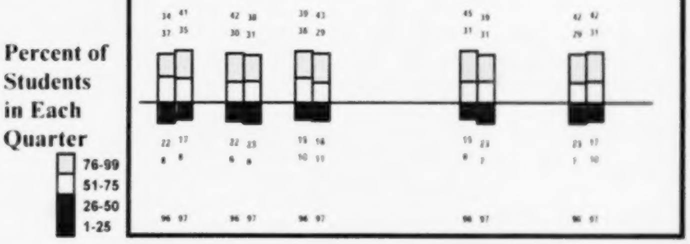
Grade 4

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
District	64	72	66	71	75
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	130	130	130	130	130



Grade 6

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
District	70	69	69	73	72
DDESS	56	60	58	60	60
Nation	50	50	50	50	50
# Students	106	104	106	103	106



SAT Results		District	DDESS	Nation
% Participating	1996	N/A	46%	41%
	1997	N/A	49%	41%
Math Avg Score	1996	N/A	477	508
	1997	N/A	481	511
Verbal Avg Score	1996	N/A	485	505
	1997	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Writing Assessment

				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	107	9%	33%	58%	0%	0%
5	97	97	20%	36%	44%	0%	0%

Robins AFB School System
1050 Education Way, Bldg. 3004
Robins AFB, GA 31098-1043

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Fax Number: (912) 926-0525
Commercial Phone:
(912) 926-3671

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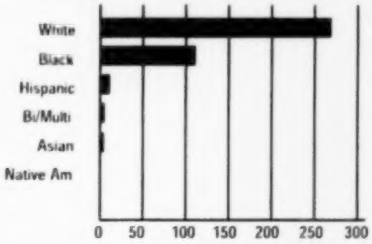
Robins AFB, GA

Department of Defense Education Activity
Linwood Elementary School (PK-6)
1996/97 School Profile

Marcia A. Mayo, Principal

School Characteristics

Student Enrollment - 391



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	45	12%
PK-12	TAG	4	1%
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

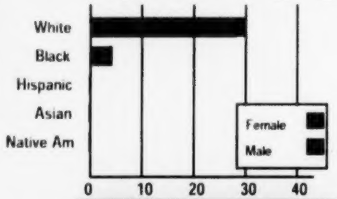
Grade	#
PreK	38
K	63
1	38
2	45
3	43
4	64
5	52
6	48
Total	391

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	1%
Air Force	98%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Teacher Experience	
Years	Teachers
New	0
1-3	3
4-6	1
7-10	2
> 10	27

Mobility Rate
41% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	20
Special Education	4
Other Professionals	9

Teacher Education	
Degree	% Teachers
BA/BS	29%
MA/MS	71%
Doctorate	0%

Principal's Highlights

Linwood Elementary School, is considered the hub of family activity in the Robins West community of Robins AFB. The Strategic Plan was extremely successful in 1996-1997, as measureable progress was made in all areas. The School Improvement Team focused on the indicators of success and school improvement throughout the year.

Substantial progress was made in the area of technology and math achievement. Six additional classrooms received 4 or more computers, while student keyboarding ability increased an average of 61.3%. According to the Iowa Test of Basic Skills (ITBS), there were 50% fewer students scoring below the 50th percentile in math and 39% more student scoring above the 75th percentile. Also, the minority mentoring program showed continued gains and student writing ability increased, as measured by the Georgia State Writing Test. Volunteer hours logged by parents increased by 22% and the minutes read in the Home Reading Program increased by 16% in 1996-1997. Teachers participated in various staff development activities, including using Claris Works and the Internet.

The 1996-1997 school year saw great strides made in the School Improvement Plan. We look forward to future challenges and accomplishments.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Using the children's Writing and Publishing Center, 75% of the students in 3rd-6th grades scored 84% or better on the checklist of basic skills. The acquisition of computers increased the number of classrooms with 5 computers to 6 classrooms. Students in 4th-6th grades improved 61.3% in words typed per minute on keyboarding skills.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Student proficiency in Math problem solving was reflected by the 21% increase of students scoring 75% or higher. Success is evident in the 12% reduction of students scoring in the 25th%. This information is based on ITBS scores.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

A workshop designed to assist teachers to incorporate physical science activities across the curriculum was attended by 85% of teachers. The professional library needs were evaluated by the staff and teacher chosen materials were increased with the purchase of 38 new resources.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Both certified and non-certified staff members were trained on an as-needed basis. Having a full-time computer teacher on campus provided immediate feedback and promoted technological development in adults and students alike. In addition, staff members took courses and attended seminars on computer usage.

Average Ratings of SIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	3.7	3.90	4.08
Co-Supporters	3.6	3.65	3.65
Co-Learners	3.0	2.95	3.27
Co-Teachers	3.1	3.35	3.66
Co-Advisors	3.5	3.30	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

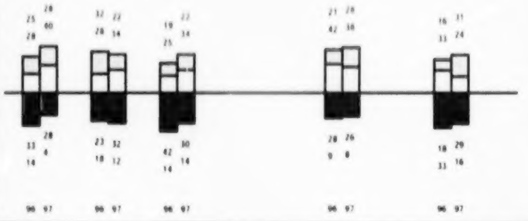
A 48% increase in the number of parent volunteers was noted for the 1996-97 school year. Volunteer hours were increased by 22%. Teachers consistently communicated with parents through weekly newsletters and articles in the school newspaper. The home reading program participation increased 16% which more than tripled our goal of 5%.

Standardized Test Results

Grade 2

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	65	62	60	73	60
District	65	69	66	73	67
DDESS	65	69	58	65	58
Nation	50	50	50	50	50
# Students	50	50	50	50	49

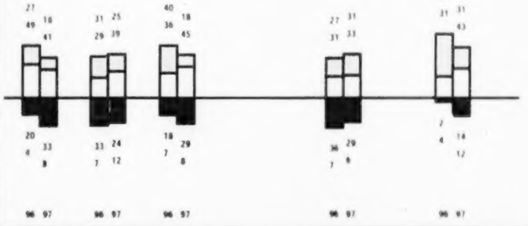
Percent of Students in Each Quarter



☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

Grade 4

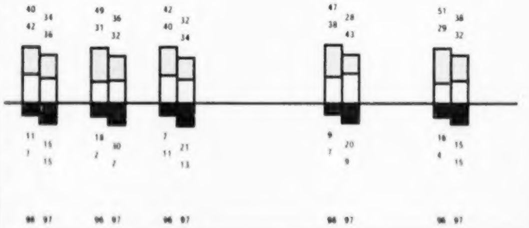
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	59	66	61	65	69
District	64	72	66	71	75
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	51	51	51	51	51



Grade 6

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	62	68	62	73	69
District	70	69	69	73	72
DDESS	56	60	58	60	60
Nation	50	50	50	50	50
# Students	47	47	47	46	47

Percent of Students in Each Quarter



☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	N/A	46%	41%
	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
	1997	N/A	N/A	481	511
Verbal Avg Score	1996	N/A	N/A	485	505
	1997	N/A	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Linwood E S
1050 Education Way, Building 2802
Robins AFB, GA 31098-1043

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Fax Number:
Commercial Phone:
(912) 926-5745

Writing Assessment							
				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	45	7%	38%	56%	0%	0%
5	97	45	13%	44%	42%	0%	0%

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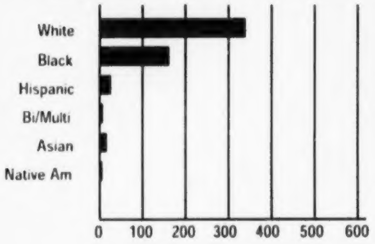
Robins AFB, GA

Department of Defense Education Activity
Robins Elementary School (PK-6)
1996/97 School Profile

Elaine R. Haworth, Principal

School Characteristics

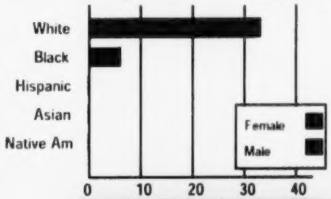
Student Enrollment - 528



Grade	#
PreK	37
K	72
1	69
2	83
3	74
4	73
5	66
6	54
Total	528

Sponsor Affiliation	
Marine	0%
Army	<.5%
Navy	1%
Air Force	98%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	43	8%
PK-12	TAG	24	5%
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	4
4-6	3
7-10	4
> 10	28

Mobility Rate
29% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	26
Special Education	2
Other Professionals	10

Teacher Education

Degree	% Teachers
BA/BS	34%
MA/MS	66%
Doctorate	0%

Principal's Highlights

Robins Elementary is a K-6 community school with a mission to recognize the individual needs of each student and provide a stimulating environment in which each child is challenged to achieve his or her potential. In order to meet those needs, a variety of programs and after-school activities were offered.

The academic area of focus was science. Many activities such as Family Science Night, science fair, and hands-on science in the classroom and in the lab were instrumental in improving student learning. Data from Iowa Test of Basic Skills indicate an average increase in the top quartile of 42.17% for science. Growth was also accomplished in the areas of math and technology. ITBS data show an increase of 85.6% in math while student growth in words per minute in keyboarding went as high as 186% in 6th grade. All benchmarks were accomplished.

Parents were an integral part of our school as evidenced by a total of 6177 volunteer hours from 173 parents showing a 55% increase. Robins also has a strong partnership with the community.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

All students in grades K-6 received computer instruction. All students in grades 3-6 received instruction in keyboarding. Student growth in words per minute improved above established baseline as follows: 3rd grade-161%, 4th grade-117%, 5th grade-129%, and 6th grade-186%. Benchmark accomplished.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Students' knowledge of science concepts was improved by incorporating more hands-on science activities and involving parents in the science focus. Student's math skills also showed significant improvement. The test data indicates the percentage of students scoring in the top quartile increased by an average of 85.6% in math and 42.17% in science across grade levels.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Provide professional development structure for educators. Benchmark was met. Staff development handbook was updated. Survey was conducted to determine staff needs and plans are being made to offer classes. Inservice offerings included classes in science, computer, assessment alternatives and others.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

71 additional computers were installed in classrooms along with a variety of software programs. The number of teachers who participated in computer training and workshops exceeded the goal that was set.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.1**	**3.90**	**4.08**
Co-Supporters	**3.7**	**3.65**	**3.65**
Co-Learners	**2.9**	**2.95**	**3.27**
Co-Teachers	**3.6**	**3.35**	**3.66**
Co-Advisors	**3.1**	**3.30**	**3.36**

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

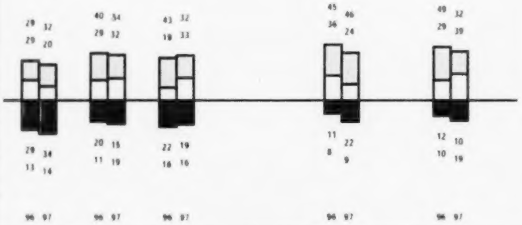
173 parents volunteered a total of 6177 hours at our school for a 55% increase. Parents participated in a variety of school programs including Robins Readers, Young Astronauts, Family Science night and others. Most parents surveyed indicated they spent 1-2 hours weekly in our school and they felt their involvement was beneficial.

Standardized Test Results

Grade 2

1997 Median Percentiles	Benchmark 3.1			Benchmark 4.3	
for:	Read	Lang	Soc Stdy	Math	Science
School	65	73	70	73	72
District	65	69	66	73	67
DDESS	65	69	58	65	58
Nation	50	50	50	50	50
# Students	79	79	79	79	79

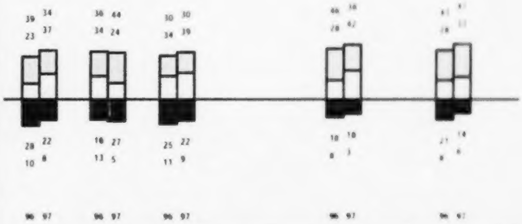
Percent of Students in Each Quarter



☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

Grade 4

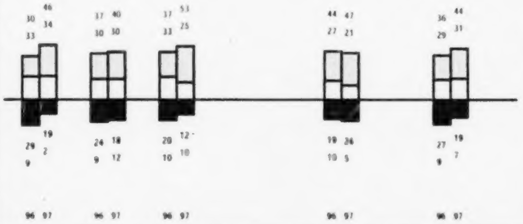
1997 Median Percentiles	Benchmark 3.1			Benchmark 4.3	
for:	Read	Lang	Soc Stdy	Math	Science
School	67	75	68	75	78
District	64	72	66	71	75
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	79	79	79	79	79



Grade 6

1997 Median Percentiles	Benchmark 3.1			Benchmark 4.3	
for:	Read	Lang	Soc Stdy	Math	Science
School	77	70	76	74	74
District	70	69	69	73	72
DDESS	56	60	58	60	60
Nation	50	50	50	50	50
# Students	59	57	59	57	59

Percent of Students in Each Quarter



☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

SAT Results					
		School	District	DDESS	Nation
% Participating	1996	N/A	N/A	46%	41%
	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
	1997	N/A	N/A	481	511
Verbal Avg Score	1996	N/A	N/A	485	505
	1997	N/A	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th

Robins E S
1050 Education Way, Building 988
Robins AFB, GA 31098-1043

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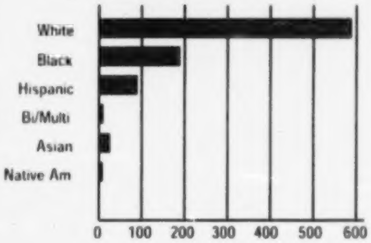
Fax Number:
Commercial Phone:
(912) 926-5003

Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**	
5	96	62	10%	30%	61%	0%	0%	
5	97	52	25%	29%	46%	0%	0%	

Department of Defense Education Activity
Fort Rucker Dependents Schools (PK-6)
1996/97 District Profile
Linda M. Stewart, Superintendent

District Characteristics

Student Enrollment - 879



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	36	4%
PK-12	TAG	162	18%
PK-12	ESL	N/A	N/A
Students Taking AP Courses		N/A	N/A

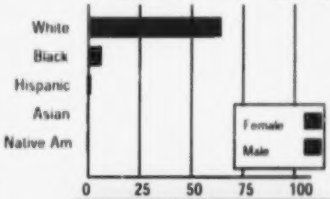
Grade	#
PreK	132
K	126
1	120
2	140
3	91
4	105
5	71
6	94
Total	879

Sponsor Affiliation	
Marine	0%
Army	99%
Navy	< 5%
Air Force	< 5%
Coast Guard	0%
Non-US Military	< 5%
US Civilians	0%
Non-US Civilians	0%

Teacher Experience	
Years	Teachers
New	0
1-3	4
4-6	7
7-10	9
> 10	43

Mobility Rate
38% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	45
Special Education	6
Other Professionals	17

Teacher Education	
Degree	% Teachers
BA/BS	30%
MA/MS	70%
Doctorate	0%

Superintendent's Highlights

The Alabama DDESS System is one of three consolidated state systems. It consists of two schools located at Fort Rucker in southeast Alabama and one school located at Maxwell Air Force Base in Montgomery.

The consolidated district offers a comprehensive program designed to serve students from age four through sixth grade. The implementation and integration of technology has been a major focus in all schools. Local area networks (LAN) have been upgraded, computer labs established, and Internet connectivity has been accomplished. Training has been provided to teachers in records management and curriculum areas.

Emphasis has been placed on providing professional development opportunities in teaching strategies to improve student learning.

The PTA and Schools have worked cooperatively to provide more opportunities for parental participation in school activities. Programs such as Santa's Secret Workshop, the Book Fair, presentations on child safety, and Family Reading Night were all sponsored as part of our School/Home Partnership emphasis.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

The establishment of computer labs and upgrades in the LAN provided more opportunities for student access to technology programs such as Accelerated Reader, Touch Typing and multimedia encyclopedias. All programs provided a student tracking component.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

All classroom teachers developed and carried out an integrated mathematics program which included manipulatives in kindergarten through sixth grade. Strategies for implementing a hands-on science program were explored at all schools. Upper level students participated in a Science Fair.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Professional Development for teachers included strategies for implementing reading skills through various activities. Key personnel received training in professional development techniques. All teachers met proficiency levels for technology.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Upgraded LAN allowed teachers access to cc-mail and Internet. Teachers received training at two schools to electronically generate lesson plans, attendance and lunch count. This will be expanded to all schools next year. The student management program allows teachers access to a complete file of the student which includes a digital photo.

Average Ratings of SHP Progress		
Tier	District	DDESS
Co-Communicators	4.35	4.08
Co-Supporters	3.80	3.65
Co-Learners	3.35	3.27
Co-Teachers	3.55	3.66
Co-Advisors	2.50	3.36
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation		

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

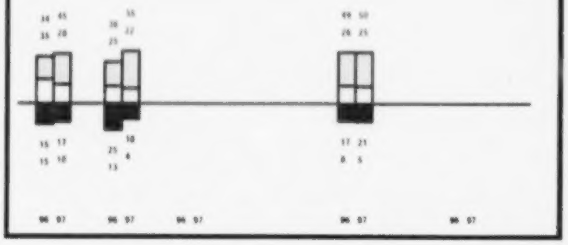
Increased parental participation has been encouraged through open house, scheduled conferences, newsletters, PTA activities, volunteer program, and parent surveys. The Home/School Partnership Self-Evaluation, completed in May, resulted in ideas and suggestions to be addressed during the next school year.

Standardized Test Results

Grade 2

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
District	73	78		77	
DDESS	65	69	58	65	58
Nation	50	50	50	50	50
# Students	100	94		101	

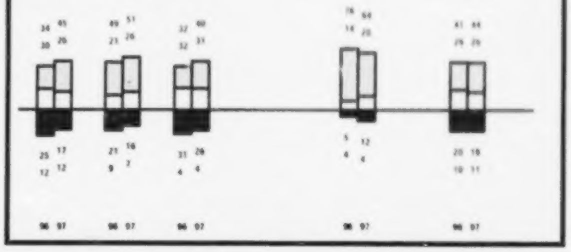
Percent of Students in Each Quarter



☐ 76-99
☐ 51-75
▨ 26-50
■ 1-25

Grade 4

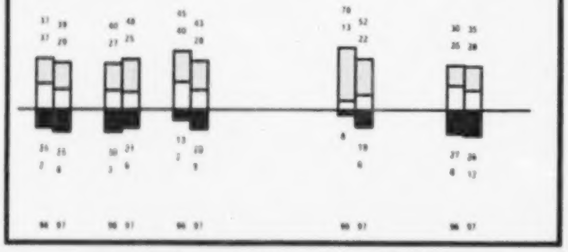
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
District	71	77	74	86	71
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	100	100	98	100	95



Grade 6

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
District	68	73	71	75	63
DDESS	56	60	58	60	60
Nation	50	50	50	50	50
# Students	80	80	79	80	78

Percent of Students in Each Quarter



☐ 76-99
☐ 51-75
▨ 26-50
■ 1-25

SAT Results		District	DDESS	Nation
% Participating	1996	N/A	46%	41%
	1997	N/A	49%	41%
Math Avg Score	1996	N/A	477	508
	1997	N/A	481	511
Verbal Avg Score	1996	N/A	485	505
	1997	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable	

Alabama DDESS Schools
Bldg. 21037, Red Cloud Rd.
Ft. Rucker, AL 36362-0279

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Fax Number: (334) 598-8622
Commercial Phone:
(334) 598-6396

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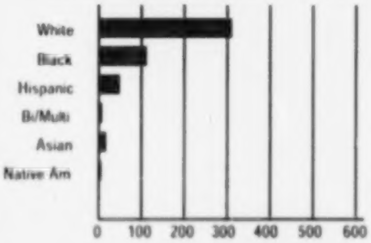
Fort Rucker, AL

Department of Defense Education Activity
Fort Rucker Elementary School (2-6)
1996/97 School Profile

Jillian Breux, Principal

School Characteristics

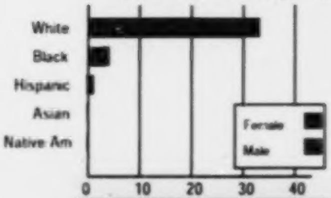
Student Enrollment - 501



Grade	#
2	140
3	91
4	105
5	71
6	94
Total	501

Sponsor Affiliation	
Marine	0%
Army	99%
Navy	0%
Air Force	< 5%
Coast Guard	0%
Non-US Military	1%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs			
Grade Offered	Program		
PK-12	Special Education	26	5%
PK-12	TAG	102	20%
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	1
7-10	5
> 10	27

Mobility Rate
31% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	23
Special Education	3
Other Professionals	10

Teacher Education	
Degree	% Teachers
BA/BS	29%
MA/MS	71%
Doctorate	0%

Principal's Highlights

Fort Rucker Elementary School today is an example of state of the art technology. The school houses four computer labs with two of these accommodating 25 workstations. With access to multimedia research programs, keyboarding and writing programs, students are able to tap into a wide variety of knowledge and skills. In addition there is the Yamaha Music in Education program, a spacious art room, physical education facility, media center and two science/technology labs.

FRES serves a diverse military population with a mobility rate of 31%. Because of our belief in the learning abilities of all students, Ft. Rucker Elementary also services pupils with special problems that include physical and learning disabilities.

This year, emphasis has been placed on our home/school partnership. This partnership has given us fresh insights into the importance of the home/school relationship in the life of the student and strengthened school programs through better communication with the home. On Family Reading Night, over 400 parents, students and teachers met to celebrate reading.

Greater student advancement has occurred through a balance of direct and indirect instruction which is practiced in all subjects in our curriculum.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

The use of technology is continuing in all aspects of the curriculum. All students received instruction in Yamaha's Music in Education program and participated in the Accelerated Reader program. All students have accessed information from the CD-Tower and 100% of 4th graders met minimum keyboard proficiencies. Grades 2-5 utilized writing skills on the computer.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

Increases in the median Stanford Achievement Test scores continued this year in math. 5th and 6th graders successfully completed all modules in the science/technology lab. A science fair was held for 5th and 6th graders. A new hands-on science program was successfully implemented for grades 2-4.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators

All teachers received training in generating progress and report cards electronically. Periodic inservice was held for technology management and integration. Monthly coaching sessions to strengthen the teaching of reading skills were provided to all teachers.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

All teachers were connected through a local area network (LAN), and able to send lesson plans, lunch report and attendance electronically. Teachers began initial Internet discovery via the file server. Technology was incorporated in at least one subject weekly.

Average Ratings of SHIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.5	4.35	4.08
Co-Supporters	3.9	3.80	3.65
Co-Learners	3.3	3.35	3.27
Co-Teachers	3.8	3.55	3.66
Co-Advisors	2.4	2.50	3.36

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

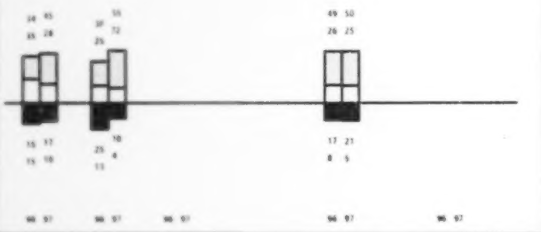
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
All parents received periodic portfolios of student work and a personal contact with the teacher. A monthly district newsletter was distributed. Family Reading Night was held. Surveys were conducted to solicit parental advice. Greater attendance at PTA, School Board and other kinds of school functions was also evident.

Standardized Test Results

Grade 2

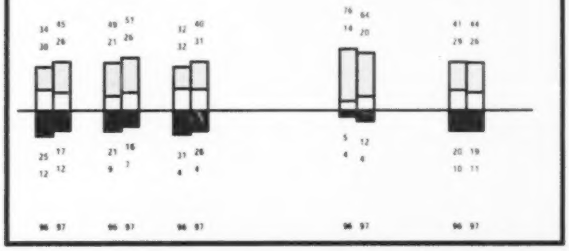
1997 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.3** Math	Science
School	73	78		77	
District	73	78		77	
DDESS	65	69	58	65	58
Nation	50	50	50	50	50
# Students	100	94		101	

Percent of Students in Each Quarter



Grade 4

1997 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.3** Math	Science
School	71	77	74	86	71
District	71	77	74	86	71
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	100	100	98	100	95

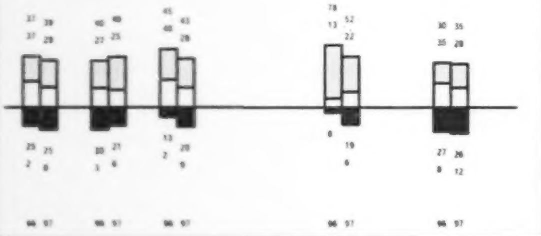


▢ 76-99
□ 51-75
▪ 26-50
■ 1-25

Grade 6

1997 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.3** Math	Science
School	68	73	71	75	63
District	68	73	71	75	63
DDESS	56	60	58	60	60
Nation	50	50	50	50	50
# Students	80	80	79	80	78

Percent of Students in Each Quarter



▢ 76-99
□ 51-75
▪ 26-50
■ 1-25

SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	N/A	46%	41%
	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
	1997	N/A	N/A	481	511
Verbal Avg Score	1996	N/A	N/A	485	505
	1997	N/A	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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(334) 598-4408

Writing Assessment							
				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

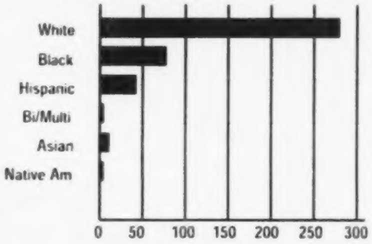
Fort Rucker, AL

Department of Defense Education Activity
Fort Rucker Primary School (PK-1)
1996/97 School Profile

Deborah H. Patton, Principal

School Characteristics

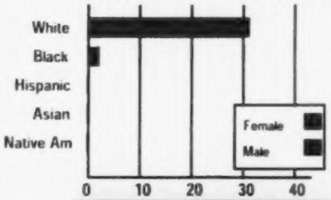
Student Enrollment - 378



Grade	#
PreK	132
K	126
1	120
Total	378

Sponsor Affiliation	
Marine	0%
Army	100%
Navy	<.5%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	10	3%
PK-12	TAG	60	16%
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	3
4-6	6
7-10	4
> 10	16

Mobility Rate
48% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	22
Special Education	3
Other Professionals	7

Teacher Education

Degree	% Teachers
BA/BS	32%
MA/MS	68%
Doctorate	0%

Principal's Highlights

Fort Rucker Primary School continued to expand its emphasis upon benchmarks that were currently being addressed. The addition of an expanded Local Area Network and additional workstations provided more opportunities for students to have daily use of computers in the classrooms and labs. Teachers used the "Children's Writing and Publishing" program to develop portfolios of students' writing.

Teachers were trained in the used of Scholastic's "Science Place" materials. This program provided manipulative kits that gave students a "hands-on" approach to learning science concepts. Strengths and weaknesses in math were identified from the Stanford Achievement Tests. Students were allowed to progress beyond their grade placement in math skills.

Teachers participated in a year long program of professional development in the teaching of reading skills. After five days of pre-school in-service, teachers received monthly coaching sessions to assist them in specific strategies for teaching reading.

The School Home Partnership survey completed in May was mostly positive but did identify areas where improvement is needed.

The expanded LAN allowed teachers to use the student management program to mark attendance and lunch count.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

Students have daily access to computers in the labs and classrooms. Writing portfolios are maintained on the computer network to provide teachers work samples for comparing students' growth in this area. Decoding skills and stories with comprehension checks are also included in the network. Computers are used for enrichment, skill reinforcement, and remedial work.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

Math achievement subtests from the Stanford Achievement Tests were reviewed by teachers to identify strengths and weaknesses, both on the classroom and grade levels. Kindergarten students who completed their level went on to first grade skills. Science manipulative kits were used in all kindergarten and first grades.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators

Five days of professional development activities were employed at the beginning of the school year. Teachers who attended conferences shared new ideas with fellow teachers when they returned. Monthly coaching sessions to strengthen the teaching of reading skills were provided to all teachers.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Teachers do attendance and lunch counts on their classroom computers, and these are networked to the office, nurse, and cafeteria. The library is totally automated. A new phone system allows staff and parents to leave and receive messages.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.2**	**4.35**	**4.08**
Co-Supporters	**3.7**	**3.80**	**3.65**
Co-Learners	**3.4**	**3.35**	**3.27**
Co-Teachers	**3.3**	**3.55**	**3.66**
Co-Advisors	**2.6**	**2.50**	**3.36**

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

The volunteer and PTA programs are active and contribute a great deal to the schools. An "open door" policy is extended to parents for classroom observations, and parents are included in all special events, music programs, field trips, and holiday celebrations.

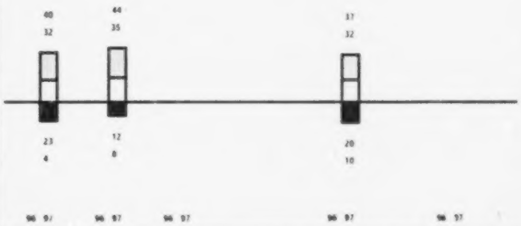
Standardized Test Results

Grade 1

1997 Median Percentiles

	Benchmark 3.1			**Benchmark 4.3**	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	73	79		69	
District	73	79		69	
DDESS	70	72	67	63	73
Nation	50	50	50	50	50
# Students	134	131		134	

Percent of Students in Each Quarter



☐ 76-99
☐ 51-75
▨ 26-50
■ 1-25

Benchmark 3.1			**Benchmark 4.3**	
Read	Lang	Soc Stdy	Math	Science

NOT APPLICABLE

1997 Median Percentiles

	Benchmark 3.1			**Benchmark 4.3**	
	Read	Lang	Soc Stdy	Math	Science
for: **School**					
District					
DDESS					
Nation					
# Students					

Percent of Students in Each Quarter

NOT APPLICABLE

☐ 76-99
☐ 51-75
▨ 26-50
■ 1-25

SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	N/A	46%	41%
	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
	1997	N/A	N/A	481	511
Verbal Avg Score	1996	N/A	N/A	485	505
	1997	N/A	N/A	495	505

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Fort Rucker, AL 36362-0279

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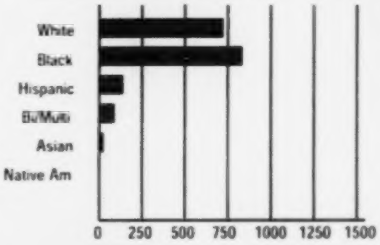
(334) 598-4473 x221

Writing Assessment							
				Percent at Each Performance Level			
Grade	**Yr**	**Number Tested**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**

Department of Defense Education Activity
Fort Stewart Dependents Schools (PK-6)
1996/97 District Profile
Paul E. Ward, Superintendent

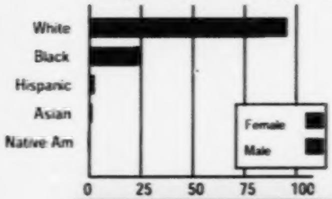
District Characteristics



Student Enrollment - 1,767

Grade	#
PreK	328
K	264
1	243
2	218
3	201
4	177
5	166
6	170
Total	1767

Sponsor Affiliation	
Marine	0%
Army	100%
Navy	0%
Air Force	<.5%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%



Professional Staffing

Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	175	10%
PK-12	TAG	37	2%
PK-12	ESL	68	5%
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	4
1-3	11
4-6	11
7-10	20
> 10	77

Mobility Rate
49% Per Year

School Staff

Category	FTE
Administrators	5
Classroom Teachers	76
Special Education	17
Other Professionals	28

Teacher Education

Degree	% Teachers
BA/BS	44%
MA/MS	54%
Doctorate	2%

Superintendent's Highlights

The Fort Stewart School System serves over 1,700 children in grades pre-school through six. The system supports family members of the Army's 3rd Infantry Division (Mechanized), the largest military installation east of the Mississippi River. The curriculum follows guidelines set by the State of Georgia Department of Education Quality Core Curriculum (QCC) with emphasis on instructional variety, flexibility, and student assessment to meet the needs of all learners.

The DoDEA Strategic Plan provides a world of learning and achievement opportunities for all students, a learning environment continually updated to reflect curriculum needs for the 21st century.

Community stakeholder involvement continues to be emphasized throughout the school district. From strong support of the school board, volunteer programs and parents representation on school committees, parents help refine School-Home Partnership activities within the military community. Positive support from dynamically involved stakeholders enables the Fort Stewart School System to provide many basic and cutting edge opportunities to promote student success.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Developmentally appropriate software for all grades has been ordered, and will be catalogued in the Media Centers. Keyboarding proficiency is emphasized through the computer labs and software is available in fourth grade classrooms.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Numerous math and science workshops have been provided for teachers. Software available in these content areas further supports instruction. Improved student achievement is evident, as compared to baseline ITBS data in Math and Science.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

A system-wide staff development plan was created by a subcommittee of the School Improvement Teams, which focused on the benchmarks. Computer workshops were provided on word processing and graphic presentation packages at basic to advanced skill levels.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Classroom show an increase in the use of computer technology and instruction. The establishment of a LAN and WAN is in progress.

Average Ratings of SHP Progress		
Tier	**District**	**DDESS**
Co-Communicators	**3.81**	**4.08**
Co-Supporters	**3.35**	**3.65**
Co-Learners	**3.00**	**3.27**
Co-Teachers	**3.18**	**3.66**
Co-Advisors	**3.06**	**3.36**

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

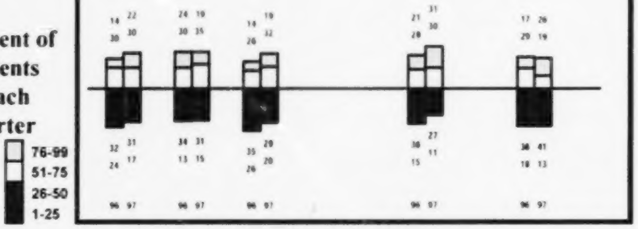
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Due to the nature of the staff development sessions, parent participation has been encouraged. The strategy to include parents in the staff development sessions through written invitation or special PTO meetings will be implemented during SY 1997-98.

Standardized Test Results

Grade 3

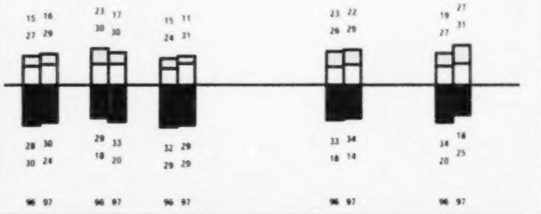
1997 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.3** Math	Science
District	56	54	54	62	57
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	196	194	196	197	196

Percent of Students in Each Quarter



Grade 5

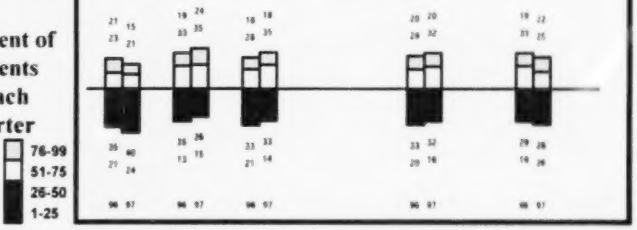
1997 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.3** Math	Science
District	46	52	45	55	58
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	160	161	160	161	163



Grade 6

1997 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.3** Math	Science
District	44	56	54	55	53
DDESS	56	60	58	60	60
Nation	50	50	50	50	50
# Students	134	134	134	134	134

Percent of Students in Each Quarter



SAT Results		District	DDESS	Nation
% Participating	1996	N/A	46%	41%
	1997	N/A	49%	41%
Math Avg Score	1996	N/A	477	508
	1997	N/A	481	511
Verbal Avg Score	1996	N/A	485	505
	1997	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Writing Assessment							
				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Ft. Stewart School System
5605 Davis Avenue
Ft. Stewart, GA 31315-1023

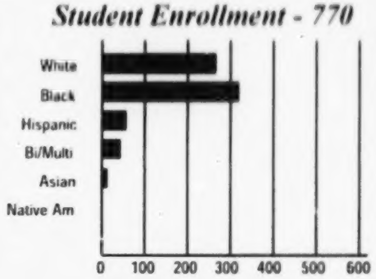
DSN Phone: 870-3636
Fax Number: (912) 876-8417
Commercial Phone:
(912) 368-2742

Fort Stewart, GA

Department of Defense Education Activity
Brittin Elementary School (PK-6)
1996/97 School Profile

Roger A. Reade, Principal

School Characteristics



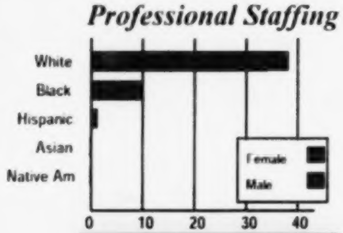
Grade	#
PreK	129
K	112
1	109
2	99
3	85
4	85
5	76
6	75
Total	770

Sponsor Affiliation	
Marine	0%
Army	100%
Navy	0%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Teacher Experience

Years	Teachers
New	2
1-3	4
4-6	5
7-10	10
> 10	28

Mobility Rate
49% Per Year



School Staff

Category	FTE
Administrators	2
Classroom Teachers	31
Special Education	5
Other Professionals	13

Teacher Education

Degree	% Teachers
BA/BS	40%
MA/MS	60%
Doctorate	0%

Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	69	9%
PK-12	TAG	14	2%
PK-12	ESL	29	4%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Principal's Highlights

Brittin Elementary School serves students in grades K-6 on the military base of Fort Stewart, GA. Students' technological proficiency is enhanced through computer lab attendance twice weekly. A computerized music keyboard lab provides instant feedback to students as they learn rhythm, pitch, and other musical concepts in a hands-on approach.

BES stakeholders recognize that technology is an integral component of our instructional program. An extensive electrical upgrade project is underway to support the installation of multiple computers in every classroom, networkable to the instructional media center, with Internet access.

A parent volunteer coordinator, donating 40 hours weekly, has worked with the staff and parents to ensure that a strong home/school partnership exists. Parent coffees provide an opportunity to discuss instructional programs, discipline guidelines, and other services offered such as counseling or dental screenings. Meetings between the BES administration and the housing area mayors provide another forum for mutual problem-solving and information sharing.

BES is committed to providing a world class educational program that inspires all students for success in a dynamic global environment.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Each classroom, K-6, is equipped with at least 2-5 computers with curriculum correlated software. In addition to classroom experience, students are continually developing their keyboarding skills in the computer labs. This benchmark will continue to receive priority attention SY 1997/98.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

A highly successful "Science Night Out" was held to encourage and involve total family commitment to science education. Teachers attended workshops to integrate the use of manipulatives and math life skills in the curriculum. The 1997 ITBS results indicate an increase in students scoring at or above the 50th percentile, as compared to 1994 baseline scores.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The theme of Brittin's staff development was "Math, Science, and Technology: Tools for the 21st Century". Staff members were involved in computer training on different proficiency levels throughout the year. "Math Madness", "Improving Group Communication", and "Super Science Skills" are examples of the variety of inservice opportunities provided for staff.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Computer training was offered to staff including Microsoft Works Printshop, Microsoft Word, and networking basics. The media center now has Internet access. Grade level appropriate software has been ordered and is being implemented in the instructional program K-6.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.1	3.81	4.08
Co-Supporters	3.8	3.35	3.65
Co-Learners	3.6	3.00	3.27
Co-Teachers	3.8	3.18	3.66
Co-Advisors	3.0	3.06	3.36
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

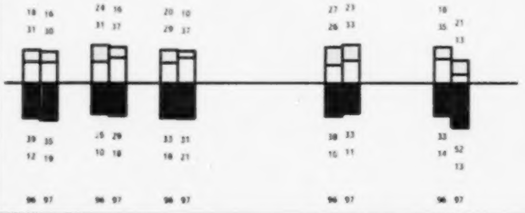
Parents donated over 10,000 hours of volunteer service. School officials worked closely with housing area mayors to improve communication and discuss areas of mutual interest. A highly effective parent volunteer organization, active PTO, and School Board continue to support our educational programs.

Standardized Test Results

Grade 3

1997 Median Percentiles	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	52	52	47	56	50
District	56	54	54	62	57
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	89	89	89	88	89

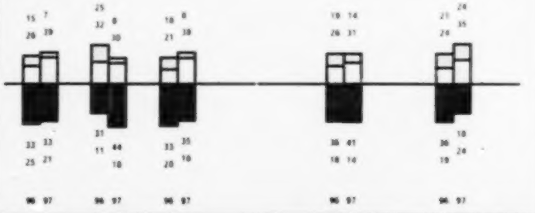
Percent of Students in Each Quarter



☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

Grade 5

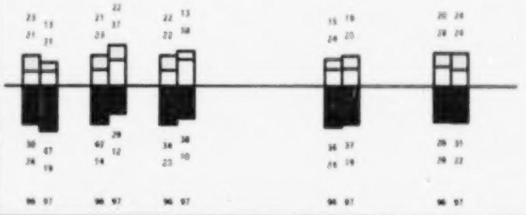
1997 Median Percentiles	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	43	48	47	52	57
District	46	52	45	55	58
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	70	71	71	71	72



Grade 6

1997 Median Percentiles	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
for: **School**	44	54	52	52	55
District	44	56	54	55	53
DDESS	56	60	58	60	60
Nation	50	50	50	50	50
# Students	68	68	68	68	68

Percent of Students in Each Quarter



☐ 76-99
☐ 51-75
■ 26-50
■ 1-25

SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	N/A	46%	41%
	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
	1997	N/A	N/A	481	511
Verbal Avg Score	1996	N/A	N/A	485	505
	1997	N/A	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Brittin E S
Hero & Austin Rd., Building 7392
Fort Stewart, GA 31315

DSN Phone: 870-8182
Fax Number: (912) 368-7515
Commercial Phone:
(912) 368-7516

Writing Assessment							
				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

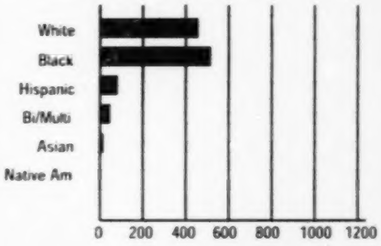
Fort Stewart, GA

Department of Defense Education Activity
Diamond Elementary School (PK-6)
1996/97 School Profile

Cynthia Louise Gessling, Principal

School Characteristics

Student Enrollment - 997



Grade	#
PreK	199
K	152
1	134
2	119
3	116
4	92
5	90
6	95
Total	997

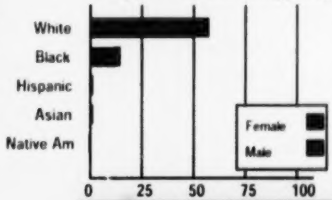
Sponsor Affiliation	
Marine	0%
Army	100%
Navy	0%
Air Force	< 5%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Teacher Experience

Years	Teachers
New	2
1-3	7
4-6	6
7-10	10
> 10	49

Mobility Rate
49% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	3
Classroom Teachers	45
Special Education	12
Other Professionals	15

Teacher Education

Degree	% Teachers
BA/BS	47%
MA/MS	49%
Doctorate	4%

Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	106	11%
PK-12	TAG	23	2%
PK-12	ESL	39	4%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Principal's Highlights

What a wonderful time to be a part of DDESS and Diamond Elementary School. We provide a wealth of programs for our children. I want to share several with you:

Entering our second year of the 4 year old program, which was one of the first in DDESS, we have had excellent success with our High Scope program. This gives our students a real boost for Kindergarten.

Network is being installed at this time that will link our classrooms to the School Information Center. The new SIC is the real HUB of the school.

Our new Accelerated Reading program was well received by our students. Diamond Elementary students read over 13,000 points which met the challenge offered by the Principal. The Principal consequently had to cut his hair to Army specification in front of all the students and the media.

Our 4th, 5th, and 6th grade classrooms all have 5 Pentium computers. The other classrooms have at least one computer.

Our School Improvement Team, made up of teachers, parents, and administrators, has developed and conducted our first annual parent satisfaction survey.

In closing, let me invite you to visit our school and share in the rich experiences that we have to offer.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

The staff enhanced their computer skills by participating in computer workshops on a variety of proficiency levels.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

A 5% increase in the number of students scoring at or above the 50th percentile as measured by the ITBS test, helped to improve students' understanding of problem solving strategies, estimation and data interpretation.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

April 1996 provided faculty and staff development needs related to the priority benchmarks, identified for School Year 1996-97. This included offerings in Basic Computer Skills, Strategic Planning, Printshop, and Math Life Skills.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Several in-services for staff to learn the working of Windows and CD-Rom occurred this school year. On-line Research was limited due to the delayed purchasing of an Internet provider phone and 28.8 modem. It has been projected to be in place in June 97.

Average Ratings of SIP Progress			
Tier	School	District	DDESS
Co-Communicators	3.5	3.81	4.08
Co-Supporters	3.0	3.35	3.65
Co-Learners	2.4	3.00	3.27
Co-Teachers	2.7	3.18	3.66
Co-Advisors	3.1	3.06	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

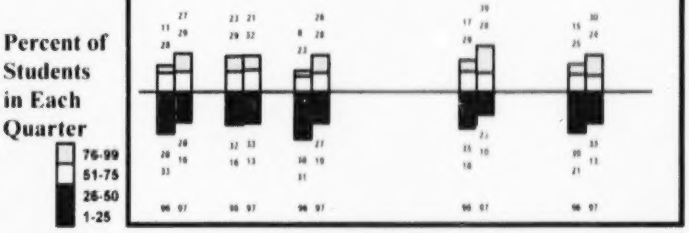
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
The Multi-Cultural Committee was formed, but has not experienced the success necessary to conduct a survey to determine level of involvement. The Tutorial Program has not been fully implemented due to limited staff participation.

Standardized Test Results

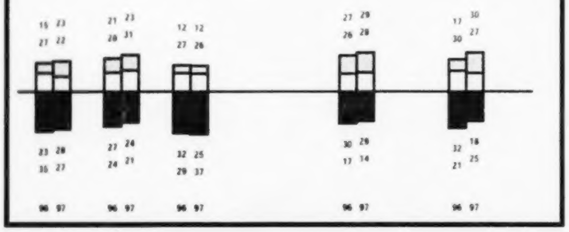
Grade 3

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	58	56	60	66	62
District	56	54	54	62	57
DDESS	58	62	58	60	62
Nation	50	50	50	50	50
# Students	107	105	107	109	107



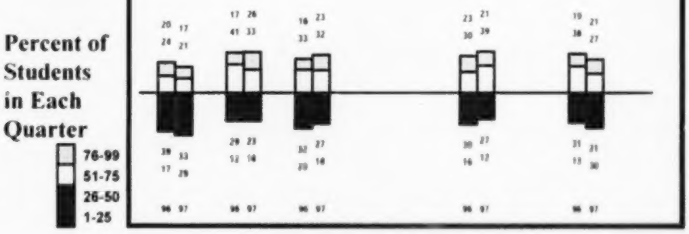
Grade 5

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	47	55	44	57	60
District	46	52	45	55	58
DDESS	58	63	62	63	62
Nation	50	50	50	50	50
# Students	90	90	89	90	91



Grade 6

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	44	57	55	58	52
District	44	56	54	55	53
DDESS	56	60	58	60	60
Nation	50	50	50	50	50
# Students	66	66	66	66	66



SAT Results		School	District	DDESS	Nation
% Participating	1996	N/A	N/A	46%	41%
	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
	1997	N/A	N/A	481	511
Verbal Avg Score	1996	N/A	N/A	485	505
	1997	N/A	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Diamond E S
Bldg 5602, Davis Avenue
Fort Stewart, GA 31315-1044

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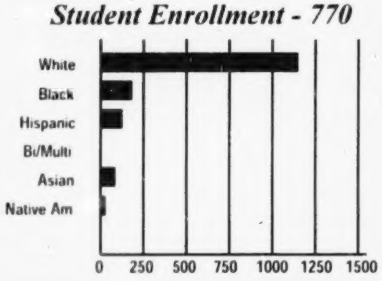
Fax Number: (912) 876-8350
Commercial Phone:
(912) 876-6094

Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable	

Department of Defense Education Activity
West Point Dependents Schools (PK-8)
1996/97 District Profile
Charles T. Hager, Superintendent

District Characteristics


Student Enrollment - 770

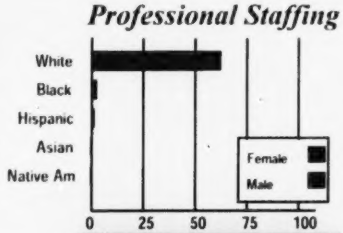
Grade	#
PreK	77
K	106
1	105
2	88
3	72
4	82
5	70
6	66
7	55
8	49
Total	770

Sponsor Affiliation	
Marine	0%
Army	94%
Navy	<.5%
Air Force	1%
Coast Guard	0%
Non-US Military	2%
US Civilians	2%
Non-US Civilians	1%

Teacher Experience

Years	Teachers
New	0
1-3	6
4-6	4
7-10	6
> 10	46

Mobility Rate
12% Per Year


Professional Staffing

School Staff

Category	FTE
Administrators	2
Classroom Teachers	51
Special Education	9
Other Professionals	6

Teacher Education

Degree	% Teachers
BA/BS	25%
MA/MS	75%
Doctorate	0%

Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	81	11%
PK-12	TAG	N/A	N/A
PK-12	ESL	N/A	N/A
Students Taking AP Courses		N/A	N/A

Superintendent's Highlights

The West Point Schools (WPS) continue to build on their history and tradition -- there has been a school at the United States Military Academy (USMA) since the early 1800's. This has been an especially successful school year, but not one without changes. The district superintendent's position and both principal positions have been filled by new administrators. Our stakeholders have connected with us and taken on a truly appreciated and added dimension of support. Working with the USMA Superintendent, our school system has reached out and connected with the local off-base school system. We have joined with them by sharing staff development, educational ideas and best practices (West Point's 9th-12th graders attend the local system).

WPS established its regular education 4 year old preschool program and served nearly 100 students. The math curriculum was totally rewritten and published for all to utilize. The science program is in it's first year of review and rewrite. Integrating numerous technologies into our curriculum has been a point of main effort across all grade levels.

These advancements, and many others too numerous to emphasize, have allowed the WPS educators to effectively meet the needs of our student population and to serve the West Point community.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

All students have learned to use the Internet, bookmarks and electronic-mail. Students in the upper grades have applied their knowledge of programming to complete class projects. All classrooms/office spaces in both schools have at least one networkable computer and many classrooms will have more by the end of this summer.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

The math curriculum has been rewritten and published. It complies with the National Council of the Teachers of Mathematics national standards and orders for new materials have been completed. Additionally, the Science Committee is developing a new curriculum based on the National Science Educators national standards.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators

Members of both the Math and Science Committees have attended their respective national conventions. All teachers have participated in technology training which involved learning to use the Internet, e-mail, and other available classroom software. Additionally, many teachers have attended a wide variety of workshops and conferences.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Software has been installed, the staff has been trained, and all information management systems are operational and utilized for resource management, student demographics, forms, and record keeping for all major tasks. The DSAMMS (inventory) program is functioning properly and inventory accountability procedures are in place.

Average Ratings of SIP Progress		
Tier	**District**	**DDESS**
Co-Communicators	**3.87**	**4.08**
Co-Supporters	**3.38**	**3.65**
Co-Learners	**2.87**	**3.27**
Co-Teachers	**3.13**	**3.66**
Co-Advisors	**3.00**	**3.36**
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation		

Goal 8: Parental Participation

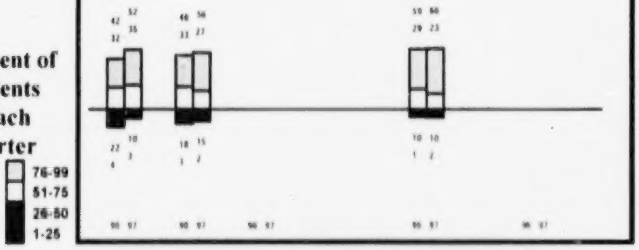
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Parent involvement levels have reached a new high in both schools. Parents and teachers were excited to be involved in the School-Home Partnership survey. Building level SIP teams have been established and are comprised of the same number of parents and teachers. The WPS Internet Homepage has been an enormous success with our West Point community.

Standardized Test Results

Grade 4

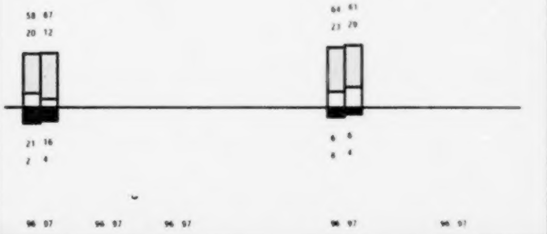
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	80	77		85	
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	62	62		61	

Percent of Students in Each Quarter



Grade 6

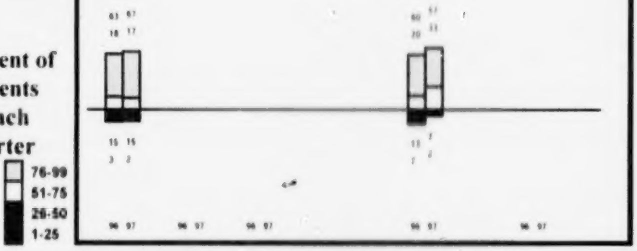
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	80			84	
DDESS	56	60	58	60	60
Nation	50	50	50	50	50
# Students	49			49	



Grade 8

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	83			79	
DDESS	54	62	58	54	60
Nation	50	50	50	50	50
# Students	54			54	

Percent of Students in Each Quarter



SAT Results		District	DDESS	Nation
% Participating	1996	N/A	46%	41%
	1997	N/A	49%	41%
Math Avg Score	1996	N/A	477	508
	1997	N/A	481	511
Verbal Avg Score	1996	N/A	485	505
	1997	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Writing Assessment							
				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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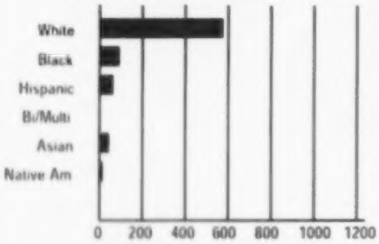
West Point, NY

Department of Defense Education Activity
West Point Elementary School (PK-4)
1996/97 School Profile

Cynthia H. Chen, Principal

School Characteristics

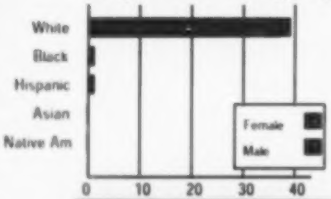
Student Enrollment - 530



Grade	#
PreK	77
K	106
1	105
2	88
3	72
4	82
Total	530

Sponsor Affiliation	
Marine	0%
Army	96%
Navy	< 5%
Air Force	< 5%
Coast Guard	0%
Non-US Military	3%
US Civilians	1%
Non-US Civilians	0%

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	32
Special Education	7
Other Professionals	3

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	61	12%
PK-12	TAG	N/A	N/A
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	4
4-6	3
7-10	6
> 10	27

Mobility Rate
12% Per Year

Teacher Education	
Degree	% Teachers
BA/BS	26%
MA/MS	74%
Doctorate	0%

Principal's Highlights

This year has been one of re-organization for the West Point Elementary School. There was a separation of the middle school and the elementary school into two separate SITs.

In the area of technology, there have been tremendous gains. For example, 100% of the staff utilized e-mail this year. In fact, many used e-mail as a means to communicate with parents, which naturally has led to increased parental participation.

The Math/Science areas have been completely written/rewritten with an emphasis on developing higher level thinking skills and being more process oriented. Teachers have piloted a number of math programs, and have made a material selection based on the new standards. The National Standards are the basis for both math and science.

Parental involvement has increased this year through expanding activities for parents. Math Night brought out 60% of the elementary school parents. Other events that brought parents to school this year were the ice cream social, the school carnival, the handwriting workshop for parents, spirit night, and a juggling program in which students performed. Parent volunteers in the classroom have increased tremendously. The relationship between school and home has continued to grow in a positive manner throughout the school year.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

All students in grades 1-4 learned to use the Internet, electronic-mail , and bookmarks this year. Each child had to write and send at least one (1) e-mail message to their parents. All students K-4 produced at least one product using Claris Works.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The Math curriculum has been finalized to match the NCTM standards. New materials have been piloted and orders for math materials have been completed. The Science Committee developed a new curriculum this year based on the National Science Educators standards.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

All teachers participated in technology training for use of the internet, e-mail, and an introduction to the electronic portfolio. Individual teachers attended a wide variety of workshops ranging from brain-based learning to developing phonics skills. A school-wide inservice on accelerated learning was presented. Teachers have visited local schools.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

All teachers have access to e-mail. In fact, 20% of the teachers are using e-mail to communicate with their student's parents.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	3.7	3.87	4.08
Co-Supporters	2.9	3.38	3.65
Co-Learners	2.5	2.87	3.27
Co-Teachers	2.6	3.13	3.66
Co-Advisors	2.6	3.00	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
We established a building level SIP team that has the same number of parents and teachers. Parents were included on curriculum committees and the enrichment committee. Parents were invited to attend the Chill inservice at the school. We had 387 parents volunteer this year and all were working in classrooms. Parents were included in more school activities.

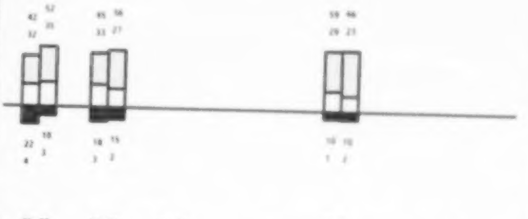
Standardized Test Results

Grade 4

1997 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	80	77		85	
District	80	77		85	
DDESS	58	63	60	62	58
Nation	50	50	50	50	50
# Students	62	62		61	

Percent of Students in Each Quarter



☐ 76-99
☐ 51-75
▨ 26-50
■ 1-25

Grade 6

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School					
District	80			84	
DDESS	56	60	58	60	60
Nation	50	50	50	50	50

NOT APPLICABLE

Grade 8

1997 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School					
District	83			79	
DDESS	54	62	58	54	60
Nation	50	50	50	50	50
# Students					

Percent of Students in Each Quarter

NOT APPLICABLE

☐ 76-99
☐ 51-75
▨ 26-50
■ 1-25

SAT Results					
		School	District	DDESS	Nation
% Participating	1996	N/A	N/A	46%	41%
	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
	1997	N/A	N/A	481	511
Verbal Avg Score	1996	N/A	N/A	485	505
	1997	N/A	N/A	495	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated The 1996 SAT scores were "recentered" by the College Board

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th

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Writing Assessment							
				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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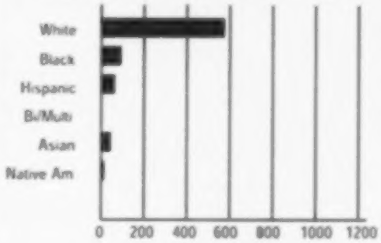
West Point, NY

Department of Defense Education Activity
West Point MS (5-8)
1996/97 School Profile

John V. Zenyuh, Principal

School Characteristics

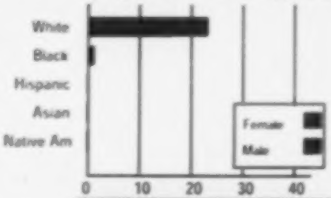
Student Enrollment - 240



Grade	#
5	70
6	66
7	55
8	49
Total	240

Sponsor Affiliation	
Marine	0%
Army	93%
Navy	< 5%
Air Force	2%
Coast Guard	0%
Non-US Military	0%
US Civilians	4%
Non-US Civilians	1%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	20	8%
PK-12	TAG	N/A	N/A
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	1
7-10	0
> 10	19

Mobility Rate
13% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	19
Special Education	2
Other Professionals	3

Teacher Education

Degree	% Teachers
BA/BS	24%
MA/MS	76%
Doctorate	0%

Principal's Highlights

The West Point Middle School continues to provide opportunities for students which promote educational excellence.

The math curriculum has been revised to meet the National Council of the Teachers of Mathematics national standards and will be implemented and evaluated during SY 97-98. At the same time, the science curriculum review was implemented. We are utilizing the National Science Education national standards as the guide to improve our current program.

Parent involvement in our school increased not only in the extra curriculum programs but also with the assistance they provided in the classrooms. Also, parent attendance at our student activities - concerts, recital, science fair, and parent math night, increased dramatically.

As part of our long range technology plan, all teachers are now proficient in the use of electronic-mail and the Internet and students continue to improve their technology skills.

Our students continue to develop as a whole child with success in the fine arts: All County Orchestra, Band, and Chorus. In sports, our girls Track and Field team took first place in the Annual Track Invitational. The girls' team competed against 18 other local. Finally, 8 of 32 students qualified to compete in the Amateur Athletic Union Cross Country Championship.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

Students in grades 5-8 applied their knowledge of Logo Programming to develop their own programs to complete class projects. Eighth graders applied their knowledge of simulation programming (Stella II) to create their 'own' simulations. All classrooms have at least one networkable computer and all classrooms can access the Media Center catalog.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

A review of the math curriculum was completed. Several pilot studies were completed and materials for the revised program have been ordered. The Science Curriculum Committee began its rewrite of the science curriculum.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators

Teachers received in-service training on e-mail and the Internet. Presently, there is a large volume of e-mail traffic communication between parents and teachers. Teachers also received training on the utilization of the automated media center.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Appropriate software has been installed, the staff has been trained, and all systems are operational and utilized for resource management, student demographics, forms, and record keeping for all major tasks.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.0	3.87	4.08
Co-Supporters	3.9	3.38	3.65
Co-Learners	3.3	2.87	3.27
Co-Teachers	3.6	3.13	3.66
Co-Advisors	3.4	3.00	3.36

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Parent involvement levels reached a new high. Classroom assistance from various Academy academic departments, the Keller Army Hospital medical staff, and individual parents all served to expand our existing curriculum. Parent involvement also included the Booster Club and their help at our annual Track Invitational (18 schools, 700 students hosted by WPMS).

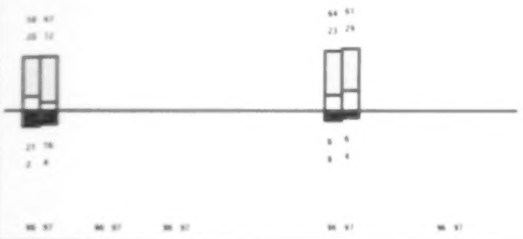
Standardized Test Results

Grade 6

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	80			84	
District	80			84	
DDESS	56	60	58	60	60
Nation	50	50	50	50	50
# Students	49			49	

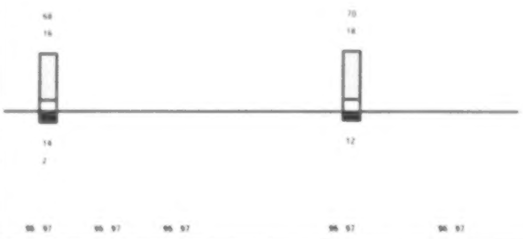
Percent of Students in Each Quarter

□ 76-99
□ 51-75
▨ 26-50
■ 1-25



Grade 7

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	81			84	
District	81			84	
DDESS	56	62	58	56	56
Nation	50	50	50	50	50
# Students	56			56	

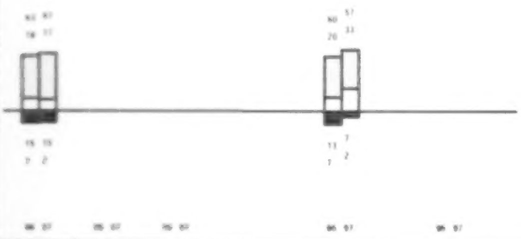


Grade 8

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	83			79	
District	83			79	
DDESS	54	62	58	54	60
Nation	50	50	50	50	50
# Students	54			54	

Percent of Students in Each Quarter

□ 76-99
□ 51-75
▨ 26-50
■ 1-25



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	1997	N/A	N/A	495	505

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Writing Assessment							
				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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